

**FACTORS THAT CAUSE LANGUAGE ANXIETY IN THE ENGLISH
CLASSROOM SPEAKING PERFORMANCE IN SMP NEGERI 4 PAKEM
YOGYAKARTA**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Education



by

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YOGYAKARTA STATE UNIVERSITY**

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APPROVAL SHEET

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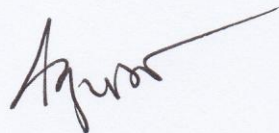
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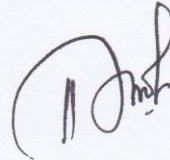
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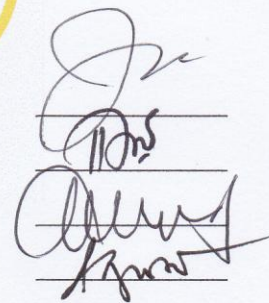
A THESIS

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juli 2013

Penulis,



Rio Herwanto

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DEDICATION

This thesis is dedicated to my mother, Utik Nur Sulistyowati.

MOTTO

A man's got to do what a man's got to do.

(John Wayne)

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In the name of Allah, the Most Gracious and the Most Merciful, all praises and thanks are only dedicated to Allah SWT, who has given His blessing and help so that the writer can finish his thesis.

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The writer realizes that this thesis is still far from being perfect. Therefore, he accepts every suggestion, criticism, and comment from the readers. He hopes that this thesis gives contribution and be useful for the improvement of the English teaching-learning process.

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The Writer

TABLE OF CONTENTS

TITLE	i
APPROVAL	ii
RATIFICATION	iii
DECLARATION	iv
DEDICATION	v
MOTTO	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF APPENDICES	xi
ABSTRACT	xii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Problem Identification	3
C. Focus of the Study.....	5
D. Formulation of the Problem	5
E. The Objectives of the Study	6
F. Significance of the Study	6

CHAPTER II LITERATURE REVIEW

A. Theoretical Review	
1. Nature of Speaking	7
2. Speaking in EFL Learning	9
3. Components of the Speaking Skill	10
4. Appropriate Speaking Performance	13
5. Characteristics of Spoken Language	14
6. Classroom Speaking Activities	16
7. The Roles of the Teacher in Teaching Speaking	18
8. The Nature of Language Anxiety	20

9. The Effects of Anxiety on Language Learning	21
10. Components of Foreign Language Anxiety and Related Causal Factors	23
11. Factors Associated with Students' Self-concept and Language Classroom Environment	27
12. English Teaching in Junior High School	31
B. Review of Related Research	33
C. Conceptual Framework	34

CHAPTER III RESEARCH METHOD

A. Research Design	36
B. Research Setting	37
C. Research Subjects	37
D. Research Instruments	37
E. Data Collecting Technique	38
F. Data Analysis Technique	39
G. Triangulation	40

CHAPTER IV RESEARCH FINDINGS

A. Descriptions of the Data	43
B. Research Findings	44
1. Type of Task	44
2. Fear of Making Mistakes	47
a. Pronunciation	49
b. Grammar	51
c. Vocabulary	52
3. The Role of the Language Teachers	53
4. Self Perception	56
5. Gap of Competence	57
6. Limited Exposure to English	59

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions	61
B. Implications	62
C. Suggestions	62
REFERENCES	64
APPENDICES	68

LIST OF APPENDICES

Appendix A: Field Notes	68
Appendix B: Students Reflections	78
Appendix C: Interview Guidelines and Interview Transcripts	88
Appendix D: Data Categorization	116
Appendix E: Permit Letters	125

FACTORS THAT CAUSE LANGUAGE ANXIETY IN THE ENGLISH CLASSROOM SPEAKING PERFORMANCE IN SMP NEGERI 4 PAKEM YOGYAKARTA

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ABSTRACT

This study is aimed at describing the factors that cause language anxiety in the English classroom speaking performance as one of the causal factors in order to get the broader understanding about this phenomenon.

This research is categorized as descriptive qualitative research. It involved 7th grade students of SMP Negeri 4 Pakem Yogyakarta of 2012-2013 academic year as the participants. The instruments were the researcher himself (the interviewer), interview guideline, observation sheets, reflection sheets, and a voice recorder. The data were collected through observations and interviews. The data were in the form of field notes and interview transcript. The trustworthiness was gained through the triangulation technique which involved the English teachers. The researcher also made data categorization before formulating the findings.

The findings of the study describe six factors that cause language anxiety. The first factor is type of task which demands classroom presentation. Students were afraid if their weaknesses are being exposed in front of the classroom participants. The second is fear of making mistakes during students' speaking performance which commonly happened are on pronunciation, grammar, and vocabulary. The third is the role of the language teachers related to teachers' ability to maintain suitable teaching and learning process for the students. The fourth is self perception or self esteem. It is about students' thought and estimation towards their own capability in mastering the speaking skill. The next is gap of competence which refers to students' competence in speaking compared with others. The last is limited exposure to English. It is related to students' lack of practice and experience on speaking which affects their confidence and ability in speaking.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is very important as a media of communication in several activities, such as teaching and learning activities, international conference, and particular conversation with foreigners. English is used in many fields such as politics, culture, art, trading, education, and business. In this globalization era, there is a global competition in the world in those fields. Ability to communicate in English as the international language is prominent. Indonesia needs to improve its human resources with sufficient skills and abilities including English speaking skill to enable them to communicate with people worldwide. Therefore, mastering English is very important for Indonesian people in order to improve their competitiveness nowadays.

Speaking is one of four major English skills taught at junior high schools. According to Brown (2001:113), the aims of English learning are to enable students to participate in short conversation, ask and answer questions, find the way to express the idea, and collect information from others. The abilities are also mentioned in the curriculum for The Junior High Schools in Indonesia about the aim of English learning. One of the expected goals of speaking is to enable students to express the meaning in simple short spoken conversation both transactionally and interpersonally to interact with immediate environment (Permendiknas, 2006:133).

However, there are still a lot of factors that cause students to face the difficulties in learning to speak in English. One of the factors is the anxiety. Students' anxiety is a real problem that majority of students face in learning English as a foreign language. According to Horwitz (1986: 125), some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process. The psychological factors should be identified early before reducing and controlling them to cope with the mental block.

In the recent approach such as Communicative Language Teaching (CLT), students are expected to interact with other people through pair or group works. Conversely, the demand on communication in the modern language classes may enhance students' anxiety, as there are more chances for their weaknesses to be exposed in front of others (Tanveer, 2007: 2). So, there is a dilemma about how to conduct teaching and learning activities which are suitable for all students.

The condition makes the anxiety in English speaking performance important to be investigated. Anxiety is a kind of disadvantage that makes students unable to perform their competence. Actually, they know something about what they have to say but they cannot show it due to anxiety. Therefore, the problem should be identified to get some solutions to encourage students' confidence and competence. The researcher noticed that phenomenon really happened in the English speaking class. Nowadays, there are a lot of schools that have a special program to improve students' speaking skill. One of the junior high schools in

Yogyakarta which has the speaking class program is SMP Negeri 4 Pakem Yogyakarta. Therefore, a qualitative study was conducted to investigate the case. The study was held at SMP Negeri 4 Pakem Yogyakarta.

B. Problem Identification

What causes anxiety in speaking performance is the central question of the study. Language anxiety may be a result as well as a cause of insufficient command of the target language (Sparks and Ganschow; cited in Horwitz, 2001: 118). It means that inappropriate instruction in teaching and learning process of the target language class can lead foreign language learners to the problems which are related to language anxiety. Within social contexts, language anxiety may be experienced due to extrinsic motivators (Schwartz, 1972; cited in Scovel, 1991: 16), such as different social and cultural environments, particularly the environments where foreign language learning takes place. The target language is a representation of another cultural community. There is a predisposition among some people to experience such anxiety because of their own concerns about ethnicity, foreignness, and the like (Gardner cited in Horwitz & Young, 1991: viii). The social status of the speaker and the interlocutor, a sense of power relations between them, and gender could also be important factors in causing language anxiety for foreign language learners.

In the speaking class, anxiety not only influences the student who feels it but also other members of the class such as the teacher and friends. For the teacher, student's anxiety impedes the learning process of speaking because some students do not want to speak at all while the teacher gives him/her instruction to

speak in English. For friends, the existence of some anxious students will obstruct their progress because there will be less competitive atmosphere in the class. The conditions make it possible that anxiety can influence the development process of students' achievement in the speaking class.

With regard to the above problem, the Indonesian government has been struggling to find solution to the problem. The Indonesian government through Department of National Education has been establishing the Pilot International Standard School (abbreviated PISS). The establishment of the PISS program refers to the act number 20 of 2003 concerning the National Education System (SISDIKNAS) article 50 of paragraph 3 which states that the government and local governments should organize at least a unit of education at all levels of education to be developed further as a unit having international standards of education.

The establishment of PISS is aimed at facilitating students to master good English proficiency and have global insight so that they can be involved in global context (Depdiknas, 2007). In addition, the PISS program is expected to improve the quality of education in Indonesia so that Indonesia is not left behind by other developed countries (Haryana, 2007). The government believes that through this program, the English ability of the graduates will be better on the ground that the program offers great opportunities for the students to use English inside or outside the classroom.

Regarding to that government's policy, SMP Negeri 4 Pakem Yogyakarta conducted a program to improve students' speaking skill which is called English

Speaking Club. The participants of this class are all 7th and 8th grade students without any exception. The given materials in the class were focused on speaking. Students learned about several expressions and language use in the daily activities context. However, there are some obstacles in order to make the class work properly. One of the problems is anxiety. It has some negative impacts to the activities in the speaking class. Anxious students tend to be passive and potentially influence the others. Dealing with the condition, the causal factors of anxiety need to be discovered. The findings of the study will be very important to decide the best teaching and learning method for students.

C. Focus of the Study

The study focused on investigating some factors that cause students' anxiety in speaking performance and participation in English classroom activities. The investigation was conducted in SMP Negeri 4 Pakem Yogyakarta. Some of students here seemed to be anxious when they were asked to perform their speaking ability in front of their friends.

D. Formulation of the Problem

The formulation of the problem in this study is:

What are the factors that cause language anxiety in English classroom speaking performance of 7th grade students in English speaking club program at SMP Negeri 4 Pakem Yogyakarta?

E. The Objectives of the Study

This study is aimed to discover the phenomena that cause language anxiety in the language classroom setting. It will also broaden the researcher's understanding about the phenomena, as a learner, as well as a practitioner in English Language Teaching.

F. Significance of the Study

The expected benefit of the research is to broaden the knowledge about some factors that cause students' anxiety, especially in the English speaking class. It will also be able to help the EFL learners and practitioners or teachers to get the deep understanding about the factors so they will gain more awareness related to anxiety. As a result, the study can be a consideration for the next research to find the effective ways to cope with the problem.

CHAPTER II

LITERATURE REVIEW

The chapter discusses the theoretical background as the description of the theories and relevant definitions related to the research. Brief explanations of several elements related to anxiety, the nature of speaking, and the classroom discourse will be presented in this chapter.

A. Theoretical Review

1. Nature of Speaking

Speaking is an oral communication which occurs between the speakers and the listeners. They give and accept the idea across. According to Nunan (1989:32) successful oral communication involves:

- a. The ability to articulate phonological features of the language comprehensibly
- b. Mastery of stress, rhythm, intonation patterns
- c. An acceptable degree of fluency
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turns
- f. Skills in the management of interaction
- g. Skills in negotiating meaning
- h. Conversational listening skills (successful conversations requires good listeners as well as good speakers)
- i. Skills in knowing about and negotiating a purpose for conversations
- j. Using appropriate conversational formulae and fillers

Moreover, Nunan (1989) states that the teacher can apply the bottom-up/top-down approach to speaking. It means that the learners begin with the smallest units of language, i.e. individual sounds and move through the mastery of words and sentences to speaking discourse. The top-down view, on the other hand, suggests that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller elements of language correctly.

According to Thornbury (2001), speaking requires the ability to co-operate in the management of speaking turns. It typically takes place in real time with a little time for detailed planning as well. In this condition, a lot of memorized lexical expressions are also necessary in spoken language. Therefore, the study of grammar may not be the most important matter in order to reach the most efficient way on speaking preparation.

The ability to interact with others can be the parameter of successful language acquisition. Brown (2001) also explains that the high quality of successful acquisition of language is always the demonstration of an ability to accomplish the pragmatic goals through an interactive situation with other speakers.

Based on Harmer (2001), speaking happens when two people are engaged in talking to each other. Here, they are conducting speaking for some proper reasons, such as information sharing, asking or giving something, and other communication purposes.

In line with the theories, it comes to the conclusion that speaking is the ability to express something through a spoken language. Speaking is about carrying the ideas into words which is dealing with someone's concerns, perceptions, and feeling to make other people convey the meaning or message of the spoken language. Speaking is one of the ways to express and to communicate the ideas.

2. Speaking in EFL Learning

Learners do not have an instant knowledge for communication outside their classroom in English as a foreign language context. There are many ways to obtain that knowledge, such as through language class, special media, speaking module, or an occasional tourist. However, efforts must be made to create a lot of speaking opportunities for learners (Brown, 2001:116).

Communicative language teaching in the EFL context is clearly a greater challenge for students and the teacher. It has important role at achieving the goal of the speaking class, that is, to master the speaking skill appropriately. Hopefully, students not only learn English for academic purpose but also learn to use in certain activities. However, students have a lack of motivation and difficulties in seeing the relevance of learning English. Moreover, students' level of proficiency is sometimes determined by standardized multiple-choice to examination, so that the "proficiency" often turns out to be related more to the ability to accomplish the standardized test than to the ability to use English for communication and meaningful purposes (Brown: 2001).

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. It is because in order to share understanding with other people using a foreign language one needs to pay attention to precise details of the language. It is also important to organize the discourse so that the interlocutor understands what the speaker says (Cameron: 2001).

To master the speaking skill, learners need a lot of practice. According to Pinter (2005) speaking practice starts with practicing and drilling set phrases and repeating models. Accordingly, in the EFL teaching process, the teacher should not burden over demanding tasks to the students just for the sake of fluency and accuracy. Fluency and accuracy are the results of hard and long learning processes. It is very slowly and gains in a very small increase. However, the most important thing is that the students learn something in the process.

3. Components of the Speaking Skill

According to Hughes (1989), at least there are five components of the speaking skill related to comprehension, grammar, vocabulary, accent (varieties of pronunciation), and fluency.

First, comprehension is the ability to understand something. To conduct a good communication orally, speakers must understand what others say. An oral communication certainly requires a subject to respond to speech likewise to initiate it.

The second component is grammar. Grammar as one of the micro skills is essential for students. Grammar is concerned with arranging a correct sentence in a conversation which is in line with the explanation stated by Heaton (1978: 5).

He says that students' ability to manipulate structure and to distinguish appropriate grammar is appropriate. Students use grammar to learn the correct way to master oral and written forms of a language.

The third component is vocabulary. Without sufficient mastering on vocabulary, people cannot communicate with others effectively or express their ideas both in oral and written discourse.

The next component is accent (varieties of pronunciation). It is students' ability to produce clearer language when they speak. It is related to the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary. There are two features of pronunciation, that is, phonemes and supra segmental features.

The last component is fluency. In learning speaking, fluency is the goal for many language learners. Fluency can be determined as the ability to speak with reasonably fast speed and with a small number of pauses and "ums" or "ers". The conditions indicate that the speaker does not need to spend a lot of time searching for the language items needed to express the message (Brown: 1987)

From the explanation above, the researcher concludes that to master the speaking skill at least language learners require comprehension, grammar, vocabulary, pronunciation, and fluency. The skills are essential to communicate or to express speaker's idea orally in order to make it clear and effective.

The other component of speaking is related to social situations. Luoma (2004: 24) defines the social and situational context where the talk happens as a set of features that has an influence on what gets said in a speech event and how it

is said. She also adds Hymes's (1972) framework in the form of acronym SPEAKING to help her summarise these concerns. The categories are meant to be applicable to a large variety of social situations. However, there is a possibility that all of them may not be relevant for every situation. The framework shows the potential social and contextual factors that influence speech.

The first is *Situation*. It covers the physical setting (for instance a classroom) and the nature of the event (for instance an end-of-term test of speaking). The second, *Participants* include the speaker and the audience; for instance, an examiner, an interlocutor, and an assessor (whether present in the situation or absent, only listening to the interaction afterwards from tape). The third is *Ends*. It is the conventional outcomes of the event, if any. As the example of the goal of the event is accomplishing whatever task or producing a test score and verbal feedback. The individual participants' goals also belong to the ends, such as exposing the strengths and weaknesses of the examinees' speaking ability, showing one's ability to speak a foreign language at its best, or making fair and appropriate assessments. Then *Act sequence* is the form and content of speech acts. It is the content of what is said and the way it is said. This includes how each act is spoken and the sequence of acts in the discourse. Next, *Key* involves tone, manner, or spirit of act. For instance, there are supportive, friendly, open, formal, impersonal, tentative, and withdrawn. The sixth is *Instrumentalities*. It is the channel or mode, such as spoken, written, pre-recorded. It is also about forms of speech, such as dialects, accents, and varieties used. The next term is *Norms*. There are norms of interpretation and norms of interaction, such as

right/responsibility to start topics, ask questions, express views, ask for clarification, explain, and elaborate. The last, *Genre* is the categories such as a joke, lecture, description, instruction, storytelling, and presentation.

In conclusion, one not only needs to learn vocabulary and grammar but also the framework above. It is important for language learners to be able to identify the context or situation where the speech happens in order to initiate appropriate speech as a good speaker.

4. Appropriate Speaking Performance

It is important for students to master the components of speaking in order to be able to conduct appropriate oral performance. In line with that statement, both students and teachers need to know the factors that can determine a good speaking performance. For teachers, these factors can be assessment criteria to justify students' performance. For students, these can be their consideration to achieve the higher level of speaking proficiency. Thornbury (2005: 127) explains several criteria to identify the characteristic of appropriate speaking performance.

The first are grammar and vocabulary. It is related to produce oral performance with the accurate and appropriate use of syntactic forms and vocabulary in order to achieve the task requirements at each level. The range and appropriate use of vocabulary are also important here. The second is discourse management. It is dealing with students' ability to express ideas and opinions in coherent, connected speech. It requires students to construct sentences and to produce utterances in order to convey information and to express or justify opinions. The students' ability to maintain a coherent flow of language with an

appropriate range of linguistic resources over several utterances is the main concern here. The next is pronunciation. It refers to the students' ability to produce comprehensible utterances to fulfill the task requirements, i.e. refers to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning. The last is interactive communication. This refers to the students' ability to interact with the interlocutor and other students by initiating and responding appropriately and at the required speed and rhythm to fulfill the oral performance requirements. It includes the ability to use functional language and strategies to maintain or repair interaction, e.g. in conversational turn-taking, and a willingness to develop the conversation and move the task towards a conclusion. Students should be able to maintain the coherence of the discussion and may ask the interlocutor or other students for clarification.

It is important to notice that grammatical accuracy is only one of various factors. The teachers also need to remind themselves when assessing speaking that even native speakers produce non-grammatical forms in fast. It would be unfair to expect a higher degree of precision in learners than native speakers are capable of.

5. Characteristics of Spoken Language

Based on Brown (2001: 270), there are some characteristics of spoken language necessary for learners as the speakers to be mastered. He explains the characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult.

The first characteristic is clustering. Fluent speech is not word by word but phrasal. Through such clustering, learners are able to organize their output cognitively and physically (in breath groups). The second, through redundancy of language, learners will get an opportunity to make the meaning of their speech clearer. They can use the feature of spoken language as their own advantage. The third is reduced forms. In teaching spoken English, there are some special problems caused by contractions, elisions, and reduced vowels. Learners who do not learn informal words and expressions or the shortened form of them (colloquial contractions) possibly develop too formal or unnatural quality of speaking which can stigmatize them. The fourth is performance variables. In the spoken language, there is a process of thinking that allows the speakers to use a kind of performance hesitations, pauses, backtracking, and corrections which can be an advantage for them. The speakers of English can insert certain fillers as a thinking time so it is not just silent. The hesitation phenomena are one of the most conspicuous differences between native and nonnative speakers of a language. The fifth is colloquial language. It is important for students to be familiar with the words, idioms, and phrases of colloquial language and they should get practice in producing the forms. Then, another important characteristic of fluency is rate of delivery. Here, learners should be able to achieve an appropriate speed along with other attributes of fluency. The next, stress, rhythm, and intonation are the most important characteristic of English pronunciation. The stress-timed rhythm and its intonation patterns communicate important meaning of the spoken language. The last, interaction which means learning to practice spoken language with

interlocutors is important to maintain the creativity of conversational negotiation as the richest component of the speaking skill.

Understanding several factors related to difficulties on speaking, such as pronunciation, choosing proper vocabulary and expression, using correct grammar, and using appropriate intonation is also important for students in order to avoid making errors in the oral performance. Although it is obvious that language learning cannot be without mistakes, those can be sources of anxiety in some individuals because those cause the difficulty of making positive social impressions when speaking a new language (MacIntyre & Gardner, 1989: cited in Horwitz & Gregersen, 2002: 562). Errors in social settings are mostly neglected if they do not interfere with meaning because people consider it impolite to interrupt and correct somebody who is trying to have a conversation with them. Interlocutors only react to an error if they cannot understand the speech and try to adjust their speech with the speaker in their effort to negotiate for meaning (Lightbown and Spada, 2006: 32). It is only in the classroom environment that feedback on errors is provided frequently. This leads many learners to frustration and embarrassment by making them conscious about their lack of ability in English.

6. Classroom Speaking Activities

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to get involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase their

motivation in learning English. According to Brown (2001:266-268), the following are types of classroom speaking performance:

a. Imitative

Drills offer learners an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty – either phonological or grammatical. Drills offer limited practice through repetition. They allow one to focus on one element of the language in a controlled activity.

b. Intensive

Intensive speaking goes one step beyond imitative activities to include any speaking performance that is designed to master some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form parts of some pair work activity, where learners are going over certain forms of language.

c. Responsive

A good deal of students' speech in the classroom is responsive: short replies to the teacher – or student-initiated questions or comments. The replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiative nature to them than responsive speech does.

e. Interpersonal dialogue

Interpersonal dialogue is carried out for the purpose of maintaining social relationship rather than for the transmission of fact and information. For learners, it is a little bit difficult to deal with this kind of conversation because they can involve some or all of factors, such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”. In order to get the whole information of the conversation, learners need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in the conversation.

f. Extensive (monologue)

Learners at intermediate to advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. The monologues can be planned or impromptu.

7. The Roles of the Teacher in Teaching Speaking

Teachers play an important role during the teaching and learning process. Students cannot learn English without teachers’ guidance. Sometimes teachers should motivate the students to learn English. The students need their teachers’ accompaniment in doing activities. Furthermore, children are those who like to get appraisal when they do something good. Here, teachers may respond to the students’ work. According to Harmer (2001:57), teachers need to play a number of different roles during the speaking activities. The following are the teachers’ roles when they are trying to get the learners to speak fluently:

a. Prompter

Learners sometimes get lost, cannot think of what to say next, or in some other way lose the fluency that is expected from them. The teacher can leave them to struggle out of such situation on their own, and indeed sometimes, this may be the best option. However, the teacher may also be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively – without disrupting the discussion or forcing learners out of the role – it will stop the sense of frustration that some learners may feel when they come to a ‘dead end’ of language or ideas.

b. Participant

Teachers should be good animators when asking learners to produce the target language. Sometimes it can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussions or role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

c. Feedback provider

The difficult question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

When the learners are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get learners out of difficult

misunderstanding and hesitations. Everything depends upon teacher's tact and the appreciation of the feedback which is given in particular situations.

When learners have completed an activity it is vital to allow them to assess what they have done and tell them what, in teacher's opinion, went well. The teacher will respond to the content of the activity as well as the language used.

8. The Nature of Language Anxiety

"Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object" (Scovel, 1991: 18). Brown (2000: 151) states that anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, and worry. To put it in another word, anxiety can be generally associated with threats to self-efficacy and appraisals of situations as threatening (Pappamihiel, 2002: 331). In addition, Gregersen (2005) argues that learners who feel anxious in their foreign language learning may find their study less enjoyable. In case of the conducted studies on foreign language anxiety, a review of the literature has shown that foreign language anxiety is negatively related to foreign language learning (MacIntyre, et. al., 1997). In the other words, students who feel anxiety will lose their self-confidence. They will have particular perception that assumes something as a big problem or difficult matter. The condition can lead them into certain level of frustration.

Psychologists make a distinction between three categories of anxiety: *trait anxiety*, *state anxiety*, and *situation-specific anxiety*. *Trait anxiety* is relatively stable personality characteristic, 'a more permanent predisposition to be anxious'

(Scovel, 1978: cited in Ellis, 1994: 479). It is the general level of stress which is related to personality of the individual and character trait. *State anxiety* is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983: cited in Horwitz, 2001: 113). It is characterised by a state of increasing emotions that turn up in response to fear or danger of a particular situation. The third category, *situation-specific anxiety*, refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991a: cited in 2001: 113). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480). It is related to personal tendency to become anxious in particular type of situation or context.

From the quotations, it can be said that students' anxiety could come from several possible factors. Different factors will cause different effect of anxiety and it needs different treatment as well to cope with particular kind of anxiety.

9. The Effects of Anxiety on Language Learning

“Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students. Anxious students are focused on both the task at hand and their reactions to it. For example, when responding to a question in a class, the anxious students are focused on answering the teacher’s question and evaluating the social implications of the answer while giving it.” (MacIntyre, 1995: 96)

The statement above describes how anxiety can interfere the process of language learning as a cognitive activity. Considering that anxiety has a high influence in language learning construct, SLA (Second Language Acquisition) researchers have tried to investigate some factors that language anxiety can come

from both academic and social contexts, and have suggested a variety of strategies to cope with it. The fact that language anxiety is a psychological construct, it most likely stems from the learner's own 'self', i.e., as an intrinsic motivator (Schwartz, 1972: cited in Scovel 1991: 16), e.g., his or her self perceptions, perceptions about others (peers, teachers, interlocutors) and target language communication situations, his/her beliefs about L2/FL learning. Language anxiety may be a result as well as a cause of insufficient command of the target language (Horwitz, 2001: 118). A further detailed study of these factors could potentially assist language teachers to reduce anxiety in the classroom setting and to make the classroom environment less anxiety-provoking and hence to improve learners' performance in the target language.

Horwitz et al. (1986: 128) explain an idea of language anxiety as a psychological construct particular to language learning. He characterized language anxiety as a distinct complex of self-perceptions, beliefs, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. In a line with Horwitz, MacIntyre (1999: 27) explains about the situation-specific nature of language anxiety, viewing it as a unique type of anxiety or the worry and negative emotional reaction that happened when learning a second language.

In other words, the various activities in the language learning process which happened in the classroom can influence students' condition related to their feeling of anxiety. The visualization of the anxiety can be different on each student since they have their own self-perceptions, belief, and behavior about how

the classroom language is supposed to be. It can provoke the negative reaction of the students if the activities in the classroom are far more difficult and complex than their expectation.

MacIntyre and Gardner (1994) state that language anxiety has a subtle and pervasive effect on cognitive processing. It means that anxiety can cause direct effect on students' performance related to the mental process which is obvious and noticeable by the others. Gardner et al. (1997: 345) add that it is also associated with the lack in listening comprehension, impaired vocabulary learning, reduced word production, low scores on standardized tests, low grades in language courses or a combination of these factors. However, Horwitz (2001) strongly argues that anxiety is a multifaceted variable that can be both a *cause* and a *consequence* of poor language learning. In other words, the role of anxiety related to students' low achievement on mastering the target language is not only the cause of poor language proficiency but also as its consequence. Horwitz (2000: 256) also states that the potential of anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education.

10. Components of Foreign Language Anxiety and Related Causal Factors

Based on the University of Pittsburgh's web related to speech anxiety, most people have different kinds of speech anxiety when they have to speak in front of a group since public speaking is many people's greatest fear. Speech anxiety has various ranges from a slight feeling of nervous to a nearly incapacitating fear. There are most common symptoms dealing with speech anxiety such as shaking, sweating, butterflies in the stomach, dry mouth, rapid heartbeat, and squeaky

voice. It can be said that students who are indicated to have the symptoms on their speaking performance are categorized as anxious students.

Horwitz et al. (1986: 127), considering language anxiety with relation to performance evaluation within academic and social contexts, describe a correlation between it and three related performance anxieties: (1) communication apprehension (CA); (2) test anxiety; (3) fear of negative evaluation. Due to its emphasis on interaction, the construct of communication apprehension is also relevant to the conceptualization of foreign language anxiety (McCroskey, 1977: cited in 1986: 127). These are the descriptions of the components.

a. Communication Apprehension (CA)

One of the most studied topics in the field of speech communication is the tendency on the part of some people to avoid, and even, fear, communicating orally (Daly 1991: 3). Horwitz et al. (1986: 128) define communication apprehension (CA) as “a type of shyness characterized by fear or anxiety about communicating with people”. The condition appeared in speaking performance when the students were asked to speak in front of their friends. They were shy and cannot do their best. The feelings of shyness vary greatly from individual to individual, and from situation to situation. McCroskey and Bond (1980, 1984: cited in Tanveer 2007: 12) found seven factors that could result in a quiet child (this can equally offer explanation of adult CA); (1) low intellectual skills, (2) speech skill deficiencies, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, (7) ethnic/cultural

divergence in communication norms. Those factors can lead to communication apprehension.

McCroskey (2006: 4) also asserts that individuals who, from early childhood, are greeted with negative reactions from others in response to their attempt to communicate develop a sense that staying quiet is more highly rewarded than talking. This can suggest, according to behaviourist learning methodology, that the negative reactions to learners' errors by language instructors can reinforce their fear of making mistakes and future attempts to communicate. Children who receive a lot of early experience of talking are more likely to be less anxious than those who receive less opportunities of communication.

b. Test Anxiety

An understanding of test anxiety is also related to the discussion of foreign language anxiety. Horwitz et al. (1986) explain test anxiety as a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in language classrooms because of its continuous performance evaluative nature.

Unfortunately, highly anxious students, foreign/second language, require continual evaluation by the instructor – the only fluent speaker in the class (Horwitz et al., 1986: 129). It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students (Horwitz et al., 1986: 127).

c. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (*test anxiety*) of second/foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in the second/foreign language class (Horwitz et al., 1986: 127). It can be broader since the factors that cause anxiety not only teacher's evaluation but also the reaction of other students in the class.

In addition, individual differences in English classroom can be a catalyst for the existence of anxiety. Individual differences are psychological traits or chronic tendencies that convey a sense of consistency, internal causality and personal distinctiveness (Carver & Scheier, 2000: 5). Although the role of situations are acknowledged to play a role here (Robertson & Callinan: 1998), individual differences are considered to play an essential role in how people generally react across the situations they experienced. Alternatively, as Larsson (1989) has suggested, individual differences may affect behavior only when paired with situational conditions that cause stress. In other words, individual differences are related to the classroom competitiveness. The students tend to compare their own ability to their classmates with their own perception. It may cause stress when they have low estimation towards themselves comparing to the others.

11. Factors Associated with Students' Self-concept and Language Classroom Environment

a. Self Perceptions

One of the factors that provoke students' anxiety in speaking performance is their own self-concept. Laine (1987: 15) states that self-concept is the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as an object. It is also known as self-esteem (Coopersmith, 1967: 5). Lee (2004: 198), "self-esteem is a personal judgment of worthiness that is express in the attitudes that individuals hold towards themselves. It is subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior." Krashen (1980: 15) believes that people with low self-esteem worry about what their peers think. They are concerned with pleasing others. The condition would be different from students who have high self-esteem. Individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem (Horwitz et al., 1986:129). Here, the role of high self-esteem will motivate students to maintain their confidence. Heyde (1979) also adds that self-confidence covers judgments and evaluations related to one's own value and worth. When language learners have a thought that oneself is nearly incapable and limited in the target language, self-confidence can be negatively influenced. Conversely, high self-confidence can be positively influenced to oral performance. It means that learners need to maintain high self-confidence for the sake of good speaking performance.

Brown (2000: 145) mentions three levels of self-esteem which are global, situational, and task self-esteem. Global self-esteem is an individual's evaluation of his overall worth as a person and across different situations. In other words, it is an overall self-appraisal. Situational self-esteem includes learners' self-appraisal in specific characteristics such as intelligence and athletic ability, or certain situations such as education, work, and home. The last, task self-esteem refers to learners own evaluation in certain tasks of particular situations. The three levels of self-esteem can lead learners into the low self-confidence condition. It is such a big deal because learners need to reach high self-confidence to do less anxious performance on speaking.

MacIntyre (1999) categorized foreign language anxiety as situation specific anxiety or what Brown (2000) mentioned as situational self-esteem which is experienced only in a particular and specific situation. According to MacIntyre, foreign language anxiety is a situation specific anxiety that relates to environments of foreign language learning. It is felt when one is required to use a foreign language. According to Horwitz, Horwitz, and Cope (1986), foreign language education is a complex process which involves learners' self-perceptions, beliefs, and behaviors particular to environments of foreign language learning. Individuals who do not have difficulty expressing themselves and comprehending others in their native language have difficulty doing the same in a foreign language. They also believe that all kinds of acts to be performed in a foreign language as a threat to their self-perception. Language anxiety has high rank as the factors influencing language learning whatever the learning setting is.

It became central to any consideration of the study related to the factors which are contributing to the learning process and learner achievement (Hurd, 2007: 488).

b. Students' Beliefs about Language Learning

There are certain beliefs about language learning which can be a source of anxiety. Horwitz (1988: cited in Ohata, 2005: 138) noted that a number of beliefs derived from learners' irrational and unrealistic conceptions about language learning, such as 1) some students believe that accuracy must be sought before saying anything in the foreign language, 2) some students attach great importance to speaking with excellent native-like accent, 3) others believe that it is not okay to guess an unfamiliar second/foreign language word, 4) some hold that language learning is basically an act of translating from English or any second/foreign language, 5) some view that two years are sufficient in order to gain fluency in the target language, 6) some believe that language learning is a special gift not possessed by all. The unrealistic beliefs can provoke frustration or anger towards students' own performance.

In addition, according to Gynan (1989), some learners believe that pronunciation is the most important aspect of L2 learning, expressing great concern for speaking with an excellent accent over the content of their statements. In a line with Gynan, Horwitz (1988) has also suggested that some of the learner beliefs came from their unrealistic and some wrong conceptions about language learning. Firstly, she found that some learners were concerned about the correctness of their speech in comparison to native-like accent or pronunciation. Secondly, some believe that two years of language learning is enough to achieve a

native-like fluency. Thirdly, some express that language learning means learning how to translate. The last, some others believe that success of L2 learning is limited to a few individuals who are gifted for language learning.

Based on the results, it is possible to point out that unrealistic beliefs held by learners themselves can lead to greater anxiety and frustration, especially when there is a clash between their beliefs and reality. For instance, if beginning learners believe that the most important aspect of L2 learning is only pronunciation, they will naturally get frustrated to find the reality of their imperfect speech even after quite a lot of practices. In this sense, learner beliefs can play another major role in creating language anxiety in students.

c. Teachers Beliefs about Language Teaching

Just like students' beliefs about language teaching, some teachers also have their own beliefs about language teaching. Brandl (1987: cited in Onwuegbuzie et al., 1999: 220) asserted that instructors' belief that their role is to correct rather than to facilitate students when they make mistakes exacerbates second/foreign language anxiety in students. If the teachers correct students' mistakes inappropriately, it can lead them to feel fear of negative evaluation as explained before. Realizing the phenomenon, Young (1991: 429), states that the problem for the students is not necessarily error correction but the manner of error correction – when, how often, and most importantly, how errors are corrected. That is why teachers should be able to facilitate students' learning process without neglecting students' characteristics.

d. Classroom Procedure

One of activities in classroom speaking performance is asking students to speak in front of the whole class. The activity could be the most anxiety provoking. Koch and Terrell (1991: cited in Horwitz, 2001:118) found that students get more anxious when called upon to respond individually, rather than if they are given choice to respond voluntarily. They are also more relaxed speaking the target language when paired with a classmate or put into small groups of three to six than into larger groups of seven to fifteen students.

12. English Teaching in Junior High School

a. English teaching-learning at junior high school

In Indonesia, every English teaching and learning process has to be held based on the competency standard and basic competence proposed by the national ministry of education. Furthermore, the junior high school students are expected to graduate with fulfilling the competency standard for graduate that has been targeted. Whether success or not, the junior high school students graduate with fulfilling that standard. The process will be influenced by so many factors, such as the input of the students, the condition of the school environment, and the effectiveness of the English teaching and learning processes.

However, there are still a lot of students who cannot reach the standard. It seems that the English achievement of the students during the classroom test and the final examination is less sufficient. Moreover, the observation from year to year shows that the English score is lower than the other subjects tested in final examination. It means that the students have not mastered English well. To cope

with that problem, as a good teacher, one should always realize the objectives of English teaching, so that the daily teaching activity can be controlled in order to achieve that goal. The government has stated the objectives of language teaching, especially in order to make the students master the knowledge of English.

b. Speaking practice at junior high school

The students of junior high schools are usually 13-14 years old and usually categorised as teenage learners. Teenage learners are in an age of transition, confusion, self-consciousness, growing and changing body and mind (Brown: 2001). They might not be highly motivated in learning English and lack of practice in daily life. Based on Brown (2001), the motivation can be a powerful reward for the students. Highly motivated students tend to have the greater willingness to get involved in a speaking activity. The factors that impede speaking practice often come from students self who feel shy, anxious, afraid, and unconfident to have regular practice.

Harmer (2001) also explains that teenage learners tend to be unmotivated and uncooperative. The crucial thing in this age is that they are in the period of exploration for the sake of their own individual identity.

According to Cameron (2001: 19-20), there are some principles in thinking about how teenagers learn a foreign language:

- 1) Teenage learners actively try to construct meaning
- 2) Teenage learners need space for language growth
- 3) Language in use carries cues to meaning that may not be noticed
- 4) Development can be seen as internalizing from social interaction
- 5) Teenage learners' foreign language learning depends on what they experience

According to the school-based curriculum, the speaking practice in junior high schools are aimed to enable students to gain the functional literacy; that is the ability to communicate both in simple oral and written English to deal with the daily life activities such as understanding manual, asking and giving information, and apologizing (Depdiknas: 2006). The target language is emphasized on simple daily communication since the students are at a low level of proficiency.

On the other hand, the realization of this standard in the real situation is not always that easy. The main problem faced by the junior high students is a lack of both opportunity and motivation to have regular practice even for a simple daily conversation. One of the reasons for the lack of opportunity to master English is caused by the students' perception that learning only occurs in the classroom. For them, the process of learning is considered as a classroom activity while outside the class is not necessary since they do not get any kind of assessment.

B. Review of Related Research

Based on the research which is done by Tanveer (2007:58), the causal factors of the anxiety are psycholinguistic and socio-cultural perspectives. There are some psycholinguistic factors that are related to learners' cognition and language learning difficulties like classroom environment, fear of making mistakes, and linguistic difficulties. There are also the sociocultural factors like cultural differences, social status self-identity, and gender.

The results of the interview study clearly indicate that the most anxiety provoking skill in L2/FL (English) learning is the speaking skill. Almost all

research subjects acknowledged that people feel anxious and nervous while speaking English in front of others.

Another study by MacIntyre and Gardner (1989: 251, 1991: 513) found that performance in the target language was negatively correlated with language anxiety, but not with more general forms of anxiety. They categorized 23 different anxiety scales into three categories of anxieties by using a statistical method called factor analysis.

1. The first category or "factor" was found to include most of the anxiety scales (i.e., measures of trait anxiety, communication apprehension, interpersonal anxiety and so on) and was then labeled "General anxiety" or "Social Evaluation Anxiety";
2. The second factor was found to be State Anxiety (e.g. Novelty Anxiety, the physical danger scale, etc.), and
3. The third factor was labeled Language Anxiety, for it was composed of two measures of French test anxiety, French use anxiety, and French classroom anxiety. Such results of factor analysis clearly indicated that language anxiety could be separated from other forms of anxiety, as evidenced by the procedure of factor analysis that specified no correlations among the factors.

Based on the results of factor analysis, language anxiety could be separated from other forms of anxiety as evidenced by the procedure of factor analysis that shows no correlations among the factors.

C. Conceptual Framework

Since SMP Negeri 4 Pakem Yogyakarta was a Pilot International Standard School, students here are expected to have good proficiency in English. They were demanded to be able to communicate in English for academic purposes and master several expressions for daily conversation. To support this idea, the school conducted an English Speaking program or it was also called as a Speaking Club. In this class, students learned about English through various activities to improve

their ability in speaking, such as monologue, dialogue, and role play. There would be a test in the form of oral performance in the end of every given theme. Sometimes they performed individually, in pairs, or in groups consisting more than three students.

However, there are some problems related to students' learning process in the English Club. One of the problems is anxiety. The existence of anxiety affected students' performance in the English classroom and caused difficulties to show their best. Dealing with the anxiety problem, there should be appropriate methods to settle that. However, before applying the methods, teachers should understand the reasons or factors that cause anxiety in order to decide the most appropriate way for students. If the teachers can reduce students' anxiety, it will help them in maintaining self-confidence in learning speaking.

Finally, the researcher thinks that it is important to conduct a study to investigate the factors that cause anxiety in SMP Negeri 4 Pakem Yogyakarta. He will find them by listening to students' voice, teachers' voice, and observations to get the data. Through the results of the study, there will be a broad understanding about factors which contribute to the anxiety of the students.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research was categorized into descriptive qualitative research. According to Issac and Michael (1981:46), descriptive research is used in the literal sense of describing situations or events. Descriptive research is research that involves a collection of techniques used to specify, delineate or describe the data naturally occurring phenomena without experimental manipulation. The purpose of descriptive qualitative research is to describe the data systematically the facts and characteristics of area of interest factually and accurately (Isaac and Michael, 1981:42).

The researcher applied a grounded theory method in order to analyze the data. However, although working with probabilities, most grounded theory studies are considered as qualitative since statistical methods are not used, and figures not presented (Glaser, 2007:49). Grounded theory is typically presented as an approach to do qualitative research, in that its procedures are neither statistical, nor quantitative in some other way. Grounded theory research begins by focusing on an area of study and gathers data from a variety of sources, including interviews and field observations. Once gathered, the data are analyzed using coding and theoretical sampling procedures. When this is done, theories are generated, with the help of interpretive procedures, before being finally written up and presented.

B. Research Setting

The study was conducted in SMP Negeri 4 Pakem Yogyakarta. It is located in Kaliurang Street Km. 17 Sukunan, Pakembinangun, Pakem, Sleman, Special Region of Yogyakarta, Indonesia. The junior high school has twelve classes which are divided into three grades. There are some facilities which can support the learning activities such as library, computer laboratory, large classes, sport courts, music studio, and karawitan laboratory.

The researcher decided to conduct the study in the school since there was a special program called as English Speaking Club. In this class, the focus of the English learning activities was mostly on speaking. They should be able to practice to speak in English in every meeting. Even though English Speaking Club is an extracurricular program, the result of students' study in this class has significance to their final mark in English subject of the regular class. The material of the study was about daily conversation, such as introduction, asking and giving information, agreeing and disagreeing, and describing things. Therefore, the program was appropriate to collect the data related to the study.

C. The Subjects

The subjects in the study were five classes of the 7th grade students of SMP Negeri 4 Pakem Yogyakarta of 2012-2013 academic year. The subjects of the study were the 2nd semester students at SMP Negeri 4 Pakem Yogyakarta.

D. Research Instruments

Instrument is an implementation or a piece of apparatus used by the researcher in collecting data (Arikunto, 2006:149). The instruments used in the

research were meant to obtain the data from the students. The instruments were the researcher himself as the interviewer, interview guideline, observation sheets, reflection sheets, and a voice recorder.

E. Data Collecting Technique

When the researcher needs to gain insights into things like people's opinions, feelings, emotions and experiences, then interviews will almost certainly provide a more suitable method – a method that is attuned to the intricacy of the subject matter (Denscombe, 2007:174). Beside there is only one researcher who undertook the study, the interview was considered as the most appropriate and beneficial way as the data collection technique. Based on Denscombe (2007: 174), the data for the study were collected with in-depth interview. In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce and Naele: 2006). The questions in the interview were related to the factors that cause the existence of students' anxiety in the classroom, especially in speaking performance. In-depth interview was used by the researcher to maintain the focus of the discussion with the participants of the research. Through this method, the researcher asked the participants about their feeling, anxiety, difficulties they face, and other factors that associated with their performance in classroom English performance. To support the data, the English teachers in the school were also involved as the participants in the study. The conversation during the interview was recorded with a voice recorder. The researcher also used the list of questions from the similar

research by Tanveer (2007) which is already discussed in the previous chapter to guide the interview. Then, the data were divided into some categories based on grounded theory. The grounded theory approach is a qualitative research method that “uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon” (Davidson, 2002:1). Its primary objective is “to expand upon an explanation of a phenomenon (language anxiety) by identifying the key elements of that phenomenon, and then categorizing the relationships of the elements to the context and process of the experiment” (2002: 1). The audio-recorded interviews, both individual and group, were listened and transcribed, which itself is a process of data analysis and interpretation” (Gillham 2005: 121).

To gain information from the sample, the researcher has done the observation since he was teaching the speaking class in the school. The researcher also gave the reflection questions to students in order to find out which students who feel anxious when they were performing in the speaking class. The data from the observation and reflection were needed to support the preparation of the interview and to decide the sample.

F. Data Analysis Technique

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that the researcher accumulates to increase his understanding and to enable him to present what he has discovered (Bogdan and Biklen, 1982).

In order to get the data from the field, firstly, the researcher observed teaching learning process in the speaking club classroom. The results of the activity were in the form of field notes. Secondly, the researcher conducted in-depth interviews with some students to verify the data from the field notes. In this step, he also found some information about students' problems in classroom speaking performance. To support the taken data, he conducted in-depth interviews with the English teachers as well. After that, researcher was looking for the patterns among the participants based on the interview transcriptions before group them into several categories. Next step, the focus was sharpened and moved by putting it in its previous category or moving it into another category. The data collection was finished when the data are saturated. The last, he analyzed the results of the observations and in-depth interviews. The data analysis covered categorization of the collected data, choosing and deciding research focus, sharpening the research focus and selecting some categories as substantive theories.

G. Triangulation

All qualitative researchers collect multiple sources of data to ensure that they have a deep understanding of the phenomena being studied. To enhance credibility, the researcher discusses how the information provided by the different data sources was compared through triangulation to corroborate the conclusions (Lodico, Spaulding, and Voegtler 2010: 170). It means that triangulation enables the researcher to conduct a practice of viewing this case from more than one

perspective. Therefore, the researcher can get better understanding to investigate the factors that cause students' anxiety.

There are several types of data triangulation as the result of the idea that the condition of the data can vary based on the time data were collected, people involved in the data collection process, and the setting from which the data were collected (Begley: 1996).

Theoretical triangulation is defined as the use of multiple theories in the same study for the purpose of supporting or refuting findings since different theories help researchers to see problem at hand using multiple perceptions (Thurmond: 2001). Both related theories can be used in formulating hypothesis for the purpose of providing broader and deeper understanding of research problem in hand (Banik: 1993).

Investigator triangulation can be defined as the use of more than two researchers in any of the research stages in the same study. It involves the use of multiple observers, interviewers, or data analysts in the same study for confirmation purposes (Thurmond: 2001).

Methodological triangulation is defined as the use of more than two methods in studying the same phenomenon under investigation (Mitchell: 1986). The type of triangulation may occur at the level of research design or data collection (Bums & Grove: 1993). Methodological triangulation is the type of triangulation that has been widely used in social sciences. However the type of triangulation is somehow confusing due to the two levels where it can occur in the research process. This has led some authors to refer to qualitative and quantitative

research paradigms combined in the same study to indicate a paradigmatic connection. Other authors have referred to methodological triangulation as the use of both qualitative and quantitative data collection methods and analysis in studying the same phenomenon (Thurmond: 2001).

Analysis triangulation also referred by some authors as the data analysis triangulation. It is the use of more than two methods of analyzing the same set of data for validation purposes (Kimchi, Polivka, & Stevenson: 1991). In other words, it involves the convergence of multiple data sources. The research used data triangulation (use of contrasting sources of informant). According to Denscombe (2007: 136), the validity of findings can be checked by using different sources of information. This can mean comparing data from different informants (informant triangulation) or using data collected at different times (time triangulation). In the study, the researcher used data which were collected from the field and students as the main data. For the triangulation procedure, he used the data from English teachers which were collected through in-depth interviews as the data comparison.

CHAPTER IV

RESEARCH FINDINGS

The chapter presents the results of the research related to the causal factors of language anxiety in the English classroom speaking performance. There are some factors provoked by both internal and external matters.

A. Description of the Data

The researcher conducted interviews and observations on December 2012. The data were collected in the form of sentences, interview transcriptions, and field notes. The researcher stopped the data collecting activities when the data were saturated.

The observations were conducted in the English Speaking Club program at SMP Negeri 4 Pakem Yogyakarta. The researcher observed and took notes on some important points during the English speaking teaching and learning process. The researcher also conducted interviews with students of PISS in academic year of 2012/2013. There was also another interview with the English teachers who taught in English speaking classes.

The researcher worked with the collected data after conducting the observations and interviews. He read and selected the data which were important by doing reduction. Then, he determined some foci and categories based on the data which were collected from observations and interviews.

B. Research Findings

This section discusses some causal factors that the researcher found in the field regarding language anxiety of students' speaking performance in English Speaking Club. The factors and their descriptions are shown in the following explanations.

1. Type of Task

There were some kinds of task given by the teachers in the class, such as speech, storytelling, dialogue, role play. The tasks were usually performed in front of the class or in students' own seats. The tasks became something that causes anxiety if the students' were asked to present the activities in front of the class. When they practiced to speak in front of their friends, their confidence had certain effect to their performance. Their worry regarding to this factor is shown on the following data.

R: Menurut kalian kesulitan belajar Bahasa Inggris selama ini tu apa? Alya dulu gimana? (R: What's your opinion about the difficulties of learning English yet? You go first, Alya?)

A: Waktu perform buat tes speaking. Sering gugup dan lupa kalau didepan yang lain. (A: It was when I performed for the speaking test. I often feel panic and forget in front of others.)

R: Kalau Nadia kesulitan di kelas speaking apa? (R: And how about you Nadia? What is the difficulty in the speaking class?)

N: Iya kalau pas perform speaking takut salah-salah bahasanya. Takut salah spelling nya sama pengucapannya gitu. (N: When I performed to speak, I'm afraid of making mistakes on the language. I felt afraid of making mistakes on spelling and pronunciation.)

(Resource: Interview 1)

The data above show that the students lost their confidence when they faced towards their friends directly. The condition made them forget about what they wanted to say. The activities in the speaking club always demand students to

speak individually, in pairs, or in groups to practice what they have learned. Whereas, various factors made them panic during their oral presentation. Even that panic can cause stress when they cannot remember anything to say. A demand to answer a question or to present oral performance in a foreign language class may provoke students to be anxious. Anxiety leads to worry and makes students take a long period process of thinking. Cognition performance was reduced because of the divided attention and therefore affecting their performance. It also can lead them to negative self-evaluation and lower self-esteem which further impairs performance. They got the problem since the practice on oral presentation has not become frequent activity in the English classroom as shown on the following data.

R: Terus pernah nggak sih kejadian dimana kalian merasa takut salah dan itu bener-bener bikin grogi? (R: Then, have you ever experienced the moment when you felt afraid of making mistakes and it made you nervous?)

T: Ya pernah kan kalau dikelas lain nggak sering disuruh maju, ntar kalau tiba-tiba suruh maju, suruh ngomong gitu ntar ya mesti langsung deh-degan terus tangannya langsung dingin semua. Beda kalo cuma praktek ngomong sama temen di meja sendiri lebih nyante dan rasanya lebih bisa. (T: Yes, I have. It's not often being asked to come in front of the class in other lessons but if later the teacher asked me to come and speak, I'm sure that my heart will beat faster and then my hands are getting cold. It was different when I just practiced to speak with my friend on our seat, I felt more relax and I think I can speak better.)

(Resource: Interview 4)

Based on the data above, physical reactions like fast heart beat and cold hands indicate that she suffered from a certain level of stress. This made her unable to show her best during her oral performance. Here, anxiety took a role as an obstacle for students to have pleasant presentation. Contrary, when she was not

asked to come in front of the class or she just practiced to speak in pairs on her own seat, she thought that she could speak more relaxed and better.

The other factor that causes anxiety regarding to the students' classroom presentation is the teaching method. The statement is supported by the data from the interview with the English teacher which is shown on the following data.

R: Berapa lama biasanya Anda memberikan waktu pada siswa untuk mempersiapkan presentasi speaking? (R: How long do you usually give the students time to prepare speaking performance?)

N: Biasanya saya memberikan waktu satu minggu pada siswa untuk mempersiapkannya. Namun, itu jarak waktu yang terlalu lama karena kebanyakan siswa sudah lupa materinya. (N: I usually give them a week to prepare it. However, it was too long because most of the students already forgot the material.)

R: Apakah Anda tidak menyarankan mereka untuk belajar? (R: Did not you suggest them to study?)

N: Tentu saya sudah mengingatkan. Tapi tidak semua siswa melakukan dan saya harus tetap meminta mereka untuk presentasi meski siswa mengeluhkannya karena masih banyak materi yang harus diberikan nantinya. (R: Of course, I did. However, not all students did it and I still have to ask them to present even though the students complained it because there are still a lot of materials which should be given next.)

(Resource: Interview 8)

The data above show that students need sufficient preparation and knowledge before they initiate oral performance. However, the teacher did not provide appropriate scaffoldings which allowed learners to recall what they have learned before. The teacher suddenly asked the students to come in front of the class to speak without a kind of warming up activity. Actually, the required knowledge about their speaking performance has been taught a week before, but the teacher admit that it was a quite long period before it comes to the production phase since not all students learned it independently. Students need time or a

certain activity to recall what they have learned. As a consequence, students were nervous in the classroom presentation since they have not prepared well.

However, what make them afraid most was that their weakness on target language will be exposed in front of others while performing speaking. Every situation or factor that potentially enhances the possibility for students of exposing their weaknesses and imperfections on performing speaking was likely to cause them feel anxious. Basically, it is the evaluative nature of speaking that becomes a highly anxiety-evoking. The evaluation might come from the teachers and friends. The condition could lead them into the perception that English class is a place to show their performance rather than a learning place.

2. Fear of Making Mistakes

All the interviewees felt the same thing about their anxious feeling when they made mistakes. They were very afraid of their friends' reaction regarding their performance. All of the students who participated in the research put serious concerns related to the kind of evaluative situation where their speaking performance were monitored by the classroom participants. The condition is shown on the following data.

R: Emang apa sih yang paling dikahawtirkan dari temen-temen? (R: So, what do you worry the most from your friends?)

Apa ya? Nanti kalau misale diketawa-ketawain, ah kamu itu gini gini gini

A: kamu itu nggak pinter gitu. Takutnya nanti malah diledekin terus. (A: What is it? If my friends are laughing at me and they will say something like I'm not smart. I'm afraid if they will make fun of me.)

.....
R: Kalau lagi merasakan grogi gitu biasanya Aflah ngapain? (R: What did you usually do when you feel nervous, Aflah?)

A: Biasanya yaa gerak-gerak sendiri nggak jelas apa bicaranya dipelanin gitu biasanya. (A: I usually make unintended moves or lower my voice.)

(Resource: Interview 3)

The data above illustrate a condition that the student was afraid if he made mistakes, his friends will have an assumption that he is not smart. The kind of fear of friends' assumption and reaction potentially interferes his performance on speaking. Sometimes when he was nervous, he lowered his volume and made it faster in order to make his friends did not notice his mistakes. However, the action impeded his development of the target language proficiency.

When that kind of situation happens, the teacher should be able to anticipate it. However, based on the data from the field note, the teacher did not make it successfully. It is shown on the following data.

Ketika siswa mulai mentertawakan teman yang sedang berbicara didepan kelas, guru hanya menegur dengan berkata, "Hello, class. Silent, please. Pay attention to your friends." Kemudian siswa diam sejenak dan kembali membuat kebisingan. (When the students begin to laugh at their friends who are speaking in front of the class, the teacher just give a warning by saying, "Hello, class. Silent, please. Pay attention to your friends." Then, the students be quiet for a while and begin to make some noise again.)
(Resource: Field note 1)

The data above show that there was a lack of awareness from the teacher related to students' reaction as the audience. The teacher just gave simple command to warn the students which only made students quiet for a moment. Besides, the character of the students in the class was mostly disobedient. They tend to make some noise when the teacher paid attention to the students who were presenting the dialogue in front of the class.

In addition, for some students, making mistakes can make them afraid of negative judgment from the teacher as well. It is shown on the following data.

R: Kalau Dinda gimana? Hal apa yang paling sulit untuk perform speaking? (R: How about you, Dinda? What is the most difficult thing to perform on speaking?

D: Biasanya malu atau takut salah gitu. (D: Sometimes I feel shy or afraid of making mistakes.)

R: Apa yang bikin Dinda malu? (R: What make you shy?)

D: Ya karena takut salah itu. (D: Because I'm afraid of making mistakes.)

R: Emang apa yang Dinda khawatirkan kalau salah gitu? (R: Actually, what did you worry about it?)

D: Kalau salah takutnya nilainya jelek, takut diketawain juga kalau salah.

(D: I'm afraid if I make mistakes, I will get a bad mark, I am also afraid my friends will laugh at me.)

(Resource: Interview 5)

Based on the data above, the student was not only afraid of being laughed at by her friends because of mistakes she made but also afraid of teacher's assumption. She thought that if she made mistakes, the teacher would give a bad mark and judge that she does not have sufficient ability to speak in English. The kind of thought impeded students to develop their language proficiency. They could not speak freely while having speaking performance because they were afraid of the bad mark and others' judgment.

There are some major mistakes that students made which potentially provoke anxiety. On the field, the researcher found three aspects, namely pronunciation, grammar, and vocabulary. The explanation related to those aspects is shown on the following data.

a. Pronunciation

In line with the previous discussion about classroom presentation, pronunciation becomes a big problem which influences students' speaking in front of the class. The mistakes on pronunciation were the problem for students which cause anxiety when they had practice on speaking. The following data show the condition in which pronunciation causes anxiety.

- R: Kalau di kelas speaking menurut kalian apa kesulitannya?* (R: What is the difficulty in the speaking class?)
- A: Pas diminta buat maju. Takut diketawain temen-temen sebenarnya. Terus takut salah juga.* (A: When I was asked to come in front of the class, actually I'm afraid if my friends laugh at me. Then I am afraid of making mistakes as well.)
- R: Takut salah di bagian apa?* (R: What mistakes?)
- A: Salah ngomongnya, cara pengucapannya.* (A: Mistakes in speaking, the way to pronounce.)
- R: Terus klo Brian sendiri gimana?* (R: How about you Brian?)
- B: Sama. Ya itu malu diledak teman-teman kalau misal salah ngucapinnya.* (B: Just same. It was a shame being laugh at by friends if I make mistakes on pronouncing words.)
- (Resource: Interview 3)

The data above illustrate a condition where the student felt afraid and shy if his friends laugh at him when he made mistakes on pronunciation. Almost all interviewees told the same thing about the kind of reaction. They felt anxious of negative assumptions which will be shown by their friends after the mistakes happened. Moreover, students here have a certain view dealing with good pronunciation which is shown on the following data.

- R: Waktu maju speaking gitu ada kekhawatiran buat kesalahan nggak sih?* (R: Did you feel anxious to make mistakes when you were asked to speak in the front?)
- Rm: Ada.* (Rm: Yes, I did.)
- R: Kesalahan di bagian apa itu?* (R: What kind of mistake?)
- Rm: Cara ngomongnya. Pengucapannya itu kan susah hurufnya kebalik-balik dan cara ngomongnya nggak bisa mirip sama orang Inggris yang asli. Jadi nggak bagus.* (Rm: The way to speak. It is difficult to pronounce since the letters are jumbled and the way I speak is not like native English people. So it is not good.)
- (Resource: Interview 6)

Beside the fear of friends' reaction, the data above show a thought that good pronunciation is the one that sounds like the pronunciation of the native English people. The thought has a negative impact to students. It can lead them to the perfectionist view about the parameter of good pronunciation. It will be very

difficult for the students to imitate the native people of English. Therefore, they cannot earn sufficient confidence to speak in front of their friends without feeling anxious.

b. Grammar

The use of grammar to produce appropriate sentences in English also becomes a difficulty for students when they practiced speaking. Most of students have problems with the use of verb. Their difficulties related to the case are shown on the following data.

R: Kalau di kelas speaking, kesulitan yang paling dirasakan dalam belajar Bahasa Inggris? (R: What is the major difficulty in learning English especially in the speaking class?)

A: Kalau grammar nya kadang-kadang susah. (A: Sometimes grammar is difficult.)

R: Grammar yang gimana maksudnyaa? (R: What do you mean by grammar?)

A: Yo misalnya kata ini harus ditambah 's' ato nggak gitu sama kata kerjanya juga diganti verb 2 ato nggak. Kalau di Bahasa Indonesia kan sama aja. (A: For instance, I should add 's' or not and the verb should be replaced with verb 2 or not. In Indonesian we don't need to change anything.)

(Resource: Interview 3)

Based on the data above, the student was burdened by the use of the correct grammar pattern in speaking. He was not sure about the use of grammar whether it is appropriate or not with the sentences he wanted to express orally. Therefore, he has to think a lot more before starting to speak. It is different from his first language, Indonesian, where there is no difference in the form of verb. He was confused when he should add 's' or change the verb to be adjusted with the tense. Although the students told the grammar difficulties only related to the verb, based on the observations, the researcher also found other factors related to grammar such as the use of prepositions, articles, and English modal verbs.

c. Vocabulary

To express an idea, students need to choose appropriate words. To be able to do that, it is essential for them to have an ability to recall vocabulary items well.

The following data show how limited vocabulary affects their performance.

R: Lalu gimana dengan keterbatasan perbendaharaan kata yang kalian miliki? Apa itu juga menghambat saat tampil speaking? (R: How about your limited vocabulary? Does it impede you when perform on speaking?)

D: Iya, menghambat. Kalau pas maju terus lupa arti satu kata aja bisa langsung lupa semua yang mau diomongin. (D: Yes, it did. When I performed in front of my friends, forgetting the meaning of a word can make me forget the whole things I wanted to say.)

(Resource: Interview 2)

The data above show his difficulty regarding vocabulary and its effect to the performance on speaking where one word only can cause a big problem. The anxiety which made he forgot the whole idea he wanted to say appeared when he tried to remember one word he wanted to use to express his idea. In the kind of situation, the students are prone to commit further mistake as shown on the following data.

R: Kalau di kelas speaking itu kesulitan apa yang paling dirasakan? (R: What was the major difficulty that you felt in the speaking class?)

Rm: Ya kalau disuruh maju kadang pengen buru-buru cepat selesai tapi malah jadi lupa Bahasa Inggrisnya kata-kata yang mau diomongin. Pas berusaha nginget malah jadi grogi sendiri jadi makin susah. (Rm: When I was asked to come to the front, sometimes I want to finish it quickly, on the contrary, I forgot the English words for what I wanted to say. When I tried to remember I became nervous and found it more difficult.)

(Resource: Interview 6)

According to the data above, when the student felt nervous while performing in front of his friends, he will try to speak faster to get it done sooner. However, that action made it more difficult for him to remember the forgotten

words. In this condition, he found it harder to speak in English well. Few range of vocabulary was affecting his confidence and led him to feel anxiety.

3. The Role of Language Teachers

Beside the two previous factors, the role of teachers also had effects to the existence of anxiety. It was related to how teachers create classroom atmosphere which is suitable for the teaching and learning process, controlling attitude towards students, reaction to students' error, and how to motivate them appropriately. These following data show that situation.

R: Kalau gurunya sendiri mbantu nggak sih buat mengatasi rasa groginya itu?
(R: Did you think that the teachers help you to overcome your feeling of anxiety?)

D: Ya mbantu sih asalkan gurunya nggak ngliatin dan nggak fokus ke kita terus gitu. (D: Yes, they did as long as they didn't look and only focus on me too much.)

.....
R: Terus gurunya mesti gimana biar kalian bisa tampil speaking dengan nyaman? (R: Then, what are the teachers supposed to do to make you feel comfortable when performing speaking?)

D: Ya membuat suasana kelas hangat misalnya dengan bercanda. (D: Making warm classroom environment such as by kidding.)

(Resource: Interview 2)

The above data show that the student expected classroom environment which is not strict. He wanted teachers who can teach with fun ways to make him more comfortable to speak. He thought that the teachers who can engage jokes or ice breaking activities are able to reduce the feeling of anxiety when he was asked to perform speaking in front of the classroom participants. However, some teachers are still using conventional methods which are strict and rigid. It was like the way the teachers gave feedback for every student's mistake. It was also

teachers' attitude towards students which less communicative. The data bellow show student's view about that kind of teacher.

R: Kalau buat Dinda guru yang gimana yang bikin ngrasa nggak nyaman gitu?
(R: For Dinda, what kind of teacher who can make you feel uncomfortable?)

D: Kadang-kadang kalo gurunya galak gitu ya aku jadi udah ngrasa takut duluan. (D: Sometimes if the teacher was very grumpy, I will be afraid though.)

Ra: Ohh, sama itu kalau misal maju kalau salah itu kan dibenerin, tapi nggak suka kalau dibenerinnya keras-keras gitu. Kalau keras gitu kan bikin males.
(Ra: Ohh, I felt the same if I was in front of the class then I made mistake I will get correction. However, I didn't like if it became rude. It will ruin my mood.)

(Resource: Interview 5)

The data above describe a certain situation where the students can be afraid of teachers' strict attitude. That kind of behavior made students afraid during teaching learning process even it can make them losing their mood to learn more. The way teachers gave correction to the students when they made mistakes also need to be concerned seriously. The reason is there were particular students who are, on the contrary, getting worse on their speaking performance instead of being motivated because of teachers' reaction which was considered discouraging the students.

Teachers as the language instructors should be able to choose the most suitable teaching method and approach in order to achieve a successful teaching learning process in the classroom. In the English speaking class, the teachers here commonly used Communicative Language Teaching (CLT). The aims of the method were to reduce language anxiety by emphasizing on pair or group activities and learning through communication in the target language. Conversely, the demand on communication in the classroom enhanced students' anxiety

because there were more chances for their weakness to be exposed in front of others. The consideration of learners' anxiety is very essential to help them develop their communication skills in the target language.

In the teaching and learning process of the English speaking club, the teachers actually noticed that the limited period in using PPP (Presentation Practice Production) technique, especially in production phase, played a role in causing language anxiety as well. It is shown on the teacher's statement bellow.

A: Bagian production dalam teknik PPP membuat siswa anxiety. Ini karena siswa harus kreatif memproduksi bahasa berdasar tema atau topik tertentu. Sedangkan dalam proses mengajar ada banyak skill yang harus diajarkan dengan waktu terbatas. Idealnya fase awal proses belajar mengajar harus mempunyai waktu yang panjang. Tidak satu atau dua kali pertemuan siswa sudah dituntut memproduksi bahasa sendiri. (A: The production part in PPP technique caused anxiety on students. It was because students should be creative in producing language based on the particular theme or topic. Meanwhile, in teaching process, there are a lot of skills which should be taught in a limited time. Ideally, there should be long duration in the beginning phase of teaching learning process. It should not only one or two meetings then students had already demanded to produce language by themselves.)

(Resoure: Interview 7)

Based on the data above, the demand on students to produce language was considered as one of the factors that cause anxiety since one or two meetings could not cover the materials that necessary. In English speaking club program, each theme or topic of the material should be taught twice. The first meeting was to introduce the topic, function, several expressions, example of the language product they are going to learn, and other essential knowledge related to the topic. The second meeting was the time for students to perform oral presentation regarding to the given materials in the previous meeting. However, the teacher

thought it was not enough time to prepare students to speak appropriately. As the result, students lack on knowledge and practice were causing anxiety.

4. Self Perception

Self perception here is a perception that causes negative effect on students. Negative thoughts and being under estimate towards their own ability can provoke anxiety because of the degradation of confidence. Students' unrealistic expectations or beliefs on language learning and achievement potentially initiate frustration or anger toward their own poor performance. The following data illustrate that condition regarding to low self perceptions.

R: Berdasar lembar pertanyaan yang saya berikan sebelumnya kan kalian mengakui merasa nervous gitu pas perform speaking. Apa sih yang bikin kalian merasa seperti itu? (R: Based on the given question sheet before, you admitted that you felt nervous when perform on speaking. What make you feel so?)

Ra: Ya takut aja, Bahasa Inggrisnya kan juga agak lemah jadi agak takut salah gitu loh, soalnya kan Bahasa Inggrisnya juga agak lemah. (Ra: I am just afraid. My English is weak so I am afraid of making mistakes because my English is just weak.)

R: Lemah gimana maksudnya? (R: What do you mean by weak?)

Ra: Ya jadi agak nggak bisa gitu. (Ra: I just can't work on it.)

R: Di bagian apa yang merasa lemah? (R: In which part do you think that you are weak?)

Ra: Ya semuanya. (Ra: The whole things.)

(Resource: Interview 5)

According to the data above, the student thought that she was weak in every aspect of the English skill. Therefore, she felt nervous to perform on speaking in front of her friends. She was also afraid of making errors even before she put more effort on it. The teacher also realized that she had low self perception. It is supported by following data.

A: Dia memang siswa yang kepercayaan dirinya sangat rendah. Dia sering menolak ketika diminta untuk berbicara. Menurut saya hal itu sangat

menghambat proses belajar dia untuk dapat berbicara dengan baik. (A: She is a student who has very low confidence. She often refuses when she was asked to speak. I think it is very impeding on her learning process to be able to speak well.)

(Resource: Interview 7)

It can be seen from the data above that both the student and the teacher notice that weakness. The kind of condition can be a psychological barrier to learn speaking well. Situational self-esteem happened here which includes student's self-appraisal in a specific situation or in this case the English speaking class. The personal judgment towards herself made her worry about what her classmates and teachers think. Student with this condition was very concerned with what others may think.

5. Gap of Competence

The levels of language proficiency of the students in the school were various. There were some students who are able to speak in English quite fluently, confidently, and have a wide range of vocabulary. However, there were also some others who can barely speak in English even in a simple dialogue. Regarding to the condition of the classroom participants, the involving of the competition in the language learning cannot be avoided. The gap of competence potentially leads students to anxiety, depending on certain situation or context. It became a big concern for students who perceived poor performance in the classroom activities or oral presentation. Student's uneasy feeling in the classroom regarding to the case is shown on the following data.

R: Adakah hal lain yang membuat kamu ngrasa nggak nyaman pas bicara di depan teman-teman? (R: Is there any other thing that makes you felt uncomfortable when you speak in front of your friends?)

N: Aku ngrasa nggak nyaman kalau diliatin temen-temen yang lebih pintar.

Rasanya jadi kaya saingan siapa yang lebih pinter soalnya mereka ikut menilai kemampuanku. Jadinya ya mau nggak mau aku ikut berkompetisi dengan mereka. Meski jadinya aku ngrasa tertekan dan bikin grogi. (N: I didn't feel comfortable if my friends who are smarter were looking at me. It seems like a competition because they might be evaluating my ability as well. So, I don't have a choice but to compete with them. Although, it gives me pressure and makes me nervous.)

(Resource: Interview 1)

The data above show that the student was comparing herself to the competence of her classmates. However, her competitive focus seems more directed toward other smart students. The condition demands student to speak in English without making any mistake which in the other hand it gives her so much pressure. Of course each individual has their own level of English proficiency, but here, students attempt to compare their ability to each others. It is also supported by the teacher's statements which are shown on the following data.

R: Biasanya tekanan macam apa yang mereka temukan didalam kelas? (R: What kind of pressure which they usually found in the class?)

N: Siswa di sekolah ini sangat antusias dengan perolehan nilai yang tinggi dalam setiap pelajaran termasuk di English Speaking Club. Bagi siswa yang kompetensinya kurang dalam speaking akan merasa minder ketika melihat temannya mampu berbicara dengan baik. (N: The students in this school are very enthusiastic about getting high score in every subject, including in English Speaking Club. For the students who have insufficient competence in speaking, they will feel down when they look at their friends who can speak well.)

(Resource: Interview 8)

The data above show one of the characteristics of the students in the school. The students were very enthusiastic on getting high score. Therefore, the competition in the classroom was very high as well. Regarding to the situation, it was good for students who have sufficient ability to compete with others for it can live up the classroom activities as well. However, it was a big problem for

students with inadequate English skills and low self-esteem. Their lack of chance to compete with others was enhanced their anxiety.

6. Limited Exposure to English

To achieve the goal as a fluent English speaker, learners should practice to speak regularly. However, limited exposure to English in their environment impedes the development of their communicative proficiency. The data bellow shows the teacher's idea regarding to that limited exposure.

R: Adakah cara lainnya untuk mengatasi anxiety? (R: Is there any other way to cope with anxiety?)

A: Sebenarnya siswa perlu lebih sering berbicara menggunakan bahasa Inggris, sayangnya sebagian besar dari mereka hanya melakukannya di kelas speaking. Di kelas regular bahasa Inggris, mereka hanya menggunakan bahasa Indonesia untuk menyampaikan gagasannya. (A: Actually the students need to speak using English more often. Unfortunately, most of them only did it in the speaking class. In the English regular class, they only used Indonesian to communicate their idea.

(Resource: Interview 7)

The data describe the situation where the regular English class which should be the main class to learn to speak in English can not provide enough opportunity to practice students' speaking skill. The English Speaking Club becomes the only place where they can practice to speak in English with proper guidance. In fact, the frequency to practice persistently is very important in order to reduce the anxiety. The student also agreed with teacher's opinion about this as shown on the following data.

R: Selain alasan yang kamu sebutkan tadi, ada lagi nggak hal lain yang jadi masalah buat kamu? (R: Beside the reason that you mentioned before, is there any other problem for you?)

A: Sebenernya hal yang bikin sulit itu karena saya nggak terbiasa ngomong pake Bahasa Inggris. Kita praktek ngomong pake Bahasa Inggris ya cuma kalau di kelas speaking. Kadang pengen aktif ngomong tapi bingung sendiri nggak tau apa harus diomongin. (A: Actually, the thing that makes it difficult

is because I do not used to speak in English. We practiced to speak in English only in speaking class. Sometimes I want to be active to speak, but I was confused and don't know what to say.)

(Resource: Interview 1)

The data above show one of the reasons why student feels anxious while perform to speak even in an English-speaking environment, or in this case the speaking club. Her lack of experience to speak makes her felt stress during the speaking class activities which demand students to speak in English frequently. Moreover, the teachers expect students to speak spontaneously and fluently. It becomes a serious problem for students who do not have the kind of experience before. Their experience may be to speak only when the teachers ask them but not any other time.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

The chapter discusses the conclusions and implications based on the research findings in the previous chapter. Some suggestions for students, teachers, and other researchers are also given here to broaden their understanding about the existence of anxiety in classroom speaking performance.

A. Conclusions

The study found several problems related to the factors that cause language anxiety in English classroom speaking performance of 7th grade students in SMP Negeri 4 Pakem Yogyakarta. The first factor is type of task which demands classroom presentation. Students feel anxious when the activities in the speaking class demand them to speak in front of the classroom participants. They were afraid if their weaknesses are being exposed in front of them. The second is fear of making mistakes. The mistakes that commonly happened here are on pronunciation, grammar, and vocabulary. The third is the role of the language teachers. It is related to teachers' ability to maintain suitable classroom activities for the students because it will affect the psychological condition of the students as well. The fourth is self perception. It is also called as self esteem. The factor is about students' thought and estimation towards their own capability in mastering the speaking skill which can influence their speaking performance. The next is gap of competence. The factor is dealing with students' competence in English compared with others. The less competitive students were more anxious than the

others. The last is limited exposure to English. It is related to students' lack of practice and experience on speaking which affects their confidence and ability.

B. Implications

Based on the study that was conducted to identify the causal factors of students' anxiety in English classroom speaking performance, there were some implications found here. First, students' anxiety can come from internal or external factors depend on the situation they face. In some cases, it also came from both internal and external factors. The internal factor here is student own self, while the external factors are related to the learning environment, such as the teachers, friends, and methods.

Second, the discovered factors that cause anxiety were type of task, fear of making mistakes, the role of the language teacher, self perception, gap of competence, and limited exposure to English. The factors were associated with students' confidence and motivation during their performance in speaking class.

Third, the causal factors of anxiety were various on each student since they have their own problems and perceptions towards classroom speaking activities. Each student possibly has problem with only one or more of those factors. The more problem they had with the causal factors, the higher level of anxiety they potentially suffered.

C. Suggestions

a. To students

Students as the ones who suffer anxiety here should be able to analyze their own lack in speaking performance. By realizing the problem they have, students

can find the way to deal with it. They can ask for feedback from their teachers and friends about their speaking performance. The feedback is important to help students to analyze their own performance.

b. To teachers

Teachers should be able to understand students' characteristics to analyze their problem related to anxiety before finding the way to reduce it. Different characteristic of students needs different treatment to deal with. Teachers should give the opportunities to the students to tell the difficulties they have as well. In addition, teachers have a responsibility to build convenient classroom environment for students to speak comfortably with less pressure to reduce the anxiety.

c. To other researchers

The description in the study is expected to be used as a consideration for other researchers to conduct further research about anxiety on students' speaking performance in the English classroom. In the next research, there should be some methods to cope with it. Various strategies need to be discovered to improve students' speaking performance. It is important to figure out how to conduct appropriate interaction between classroom participants. To support the effort of reducing anxiety, building suitable classroom environment is also essential. The next researchers should be able to identify the ideal classroom atmosphere to optimize the teaching learning activities.

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Appendix A:

Field Notes

Field note : 1
 Teacher : Abid Alif Mudafi, S.Pd.
 Class : VII. B
 Time : 13.30 – 15.00
 Day : Monday
 Date : 5th November 2012

1. Guru memasuki ruangan ketika suasana kelas masih gaduh dan banyak siswa yang masih bermain. Semua siswa baru kembali duduk ditempatnya masing-masing setelah guru berdiri di depan mereka.
2. Guru memulai kelas dengan ucapan salam. Setelah siswa menjawab, guru mengucapkan *greeting*, “*Good afternoon, class.*” kemudian siswa menjawab, “*Good afternoon, sir.*” Guru menambahkan, “*How are you today?*” dan murid menjawab, “*I’m fine. Thanks. And you?*” guru menjawab, “*I’m fine too. Thank you.*” Setelah *greeting*, guru mengajak siswa untuk berdoa, “*Before we study, let’s say our prayer. Pray do.*”
3. Setelah mengawali dengan *greeting* dan doa, guru mengecek kehadiran siswa dengan memanggil namanya satu per satu. Siswa menjawab panggilan guru dengan mengangkat tangan.
4. Sebelum memasuki materi baru pada hari itu, guru menanyakan pada siswa sekilas tentang materi di pertemuan sebelumnya, “*Well class, do you still remember what we have learned in the previous meeting?*” Ketika itu tidak ada siswa yang berani menjawab. Siswa baru mulai menjawab serentak ketika guru memberikan contoh *expression* terkait materi *commanding and prohibiting*.
5. Setelah mengajak siswa mengingat materi sebelumnya, guru kemudian menunjukkan sebuah gambar melalui *slide show Power Point*. Yang ditunjukkan adalah sebuah gambar yang terdiri dari seorang kakek, nenek, ayah, ibu, anak lelaki dan perempuan.
6. Dari gambar tersebut, guru mengajak siswa untuk melakukan aktivitas *brainstorming* guna mengenal perbendaharaan kata terkait keluarga.
7. Usai aktivitas tersebut, guru memberikan contoh teks yang berisikan *describing family*. Siswa diminta membaca dan memahami teks pendek tersebut.
8. Guru memberikan sepasang kertas pada tiap pasangan siswa yang berisikan aktivitas *information gap*. Setelah mendapat petunjuk dari guru, siswa memulai aktivitas tersebut dengan antusias.
9. Aktivitas tersebut cukup singkat karena memang relatif mudah. Setelah itu guru menunjukkan gambar artis, olahragawan, dan beberapa tokoh

terkenal. Siswa diminta bekerja secara berpasangan untuk membuat deskripsi singkat tentang salah satu orang dalam gambar tersebut.

10. Kemudahan siswa secara berpasangan bekerjasama membuat deskripsi yang diminta sementara guru berkeliling mengawasi dan memberikan arahan.
11. Waktu yang diberikan sekitar 15 menit. Setelah itu nama siswa dipanggil secara acak untuk maju dan mempresentasikan hasil pekerjaan mereka secara lisan.
12. Ada dua siswa yang maju disetiap giliran. Pada sesi ini nampak beberapa siswa yang sebelumnya aktif saat aktivitas *information gap* menjadi pasif dan mengandalkan pasangannya untuk berbicara.
13. Ketika siswa mulai mentertawakan teman yang sedang berbicara didepan kelas, guru hanya menegur dengan berkata, "*Hello, class. Silent, please. Pay attention to your friends.*" Kemudian siswa diam sejenak dan kembali membuat kebisingan.
14. Aktivitas tersebut terus berjalan sampai sekitar 3 menit sebelum kelas usai. Pada akhir pelajaran, guru memberikan komentar langsung kepada siswa baik secara keseluruhan maupun secara individu. Kebanyakan komentar yang muncul berupa kritikan.
15. Setelah bel berbunyi, guru kembali mengajak siswa berdoa, mengucapkan *greeting* dan salam.

Field note : 2
 Teacher : Abid Alif Mudafi, S. Pd.
 Class : VII. A
 Time : 13.30 – 15.00
 Day : Monday
 Date : 12th November 2012

1. Guru memasuki ruangan kelas sekitar 5 menit sebelum pelajaran dimulai. Sementara itu, para siswa masih bermain di kelas dan ada pula yang masih berada diluar. Selagi menunggu bel berbunyi, guru menyiapkan lembar absensi dan media presentasi *Power Point*.
2. Seperti pada kelas sebelumnya, guru memulai kelas dengan ucapan salam. Setelah siswa menjawab, guru mengucapkan *greeting*, "*Good afternoon, class.*" kemudian siswa menjawab, "*Good afternoon, sir.*" Guru menambahkan, "*How are you today?*" dan murid menjawab, "*I'm fine. Thanks. And you?*" guru menjawab, "*I'm fine too. Thank you.*" Setelah *greeting*, guru mengajak siswa untuk berdoa, "*Before we study, let's say our prayer. Pray do.*"
3. Setelah mengawali dengan *greeting* dan doa, guru mengecek kehadiran siswa dengan memanggil namanya satu per satu. Siswa menjawab panggilan guru dengan mengangkat tangan.
4. Guru memulai aktivitas belajar dengan menanyakan beberapa pertanyaan kepada beberapa siswa secara acak, seperti, "*What is your hobby?*", "*How do you go to school?*", "*Where do you live?*", dan beberapa pertanyaan lainnya.
5. Aktivitas tersebut merupakan permulaan untuk memperkenalkan pada siswa tentang materi pada waktu itu yakni terkait penggunaan kata *what, where, when, why, who, how* (5WH) untuk menanyakan informasi. Materi yang hendak diajarkan pada waktu itu adalah tentang *asking and giving information*.
6. Selanjutnya guru menunjukkan sebuah teks yang berisi berita tentang tragedi meletusnya gunung Merapi. Siswa diminta membuat pertanyaan menggunakan 5WH terkait peristiwa tersebut.
7. Ketika siswa mengerjakan tugas tersebut secara berpasangan, guru berkeliling dan memberikan bimbingan pada siswa yang kurang tepat dalam membuat pertanyaan.
8. Pada aktivitas berikutnya, guru menunjukkan sebuah contoh percakapan singkat antara seorang wartawan dengan seorang artis.
9. Guru meminta dua orang siswa untuk maju memperagakan percakapan tersebut didepan teman-temannya. Namun, tidak seorangpun siswa yang

mau. Akhirnya guru menunjuk dua orang siswa dan mereka maju dengan ragu-ragu dan memperhatikan teman-teman sekelasnya.

10. Selagi dua siswa tersebut memperagakan percakapan, guru meminta siswa lain untuk memperhatikan dan memahami isi percakapan tersebut.
11. Setelah itu guru menanyakan kepada siswa beberapa pertanyaan terkait contoh percakapan tersebut. Guru juga menjelaskan fungsi *5WH*.
12. Guru meminta siswa mencari pasangan untuk kemudian melakukan aktivitas *role play*. Siswa diminta membuat percakapan singkat seperti pada contoh yang diberikan dengan tema yang berbeda.
13. Setelah 15 menit berlalu, guru memanggil pasangan pertama untuk memperagakan kalimat tersebut tanpa menggunakan teks seperti yang telah diinstruksikan sebelumnya.
14. Nampak beberapa siswa yang mengeluh karena larangan membawa teks tersebut. Kemudian guru memberikan toleransi dengan catatan siswa yang membawa teks akan mendapatkan pengurangan poin nilai.
15. Pada aktivitas ini, siswa yang maju tanpa teks jauh lebih banyak daripada yang membawa teks. Namun, dalam memperagakan percakapan, beberapa siswa tidak memandang lawan bicaranya melainkan memandang keatas sambil berusaha keras mengingat dialog yang mereka buat sebelumnya. Siswa yang pada saat latihan sudah merasa hafal dan percaya diripun menjadi gugup dan lupa ketika sedang memperagakan secara lisan didepan kelas.
16. Aktivitas tersebut selesai sekitar 5 menit sebelum bel berbunyi. Seperti pada kelas sebelumnya pula, pada akhir pelajaran, guru memberikan komentar langsung kepada siswa baik secara keseluruhan maupun secara individu. Kebanyakan komentar yang muncul juga berupa kritikan.
17. Setelah bel berbunyi, guru kembali mengajak siswa berdoa, mengucapkan *greeting* dan salam.

Field note : 3
 Teacher : Nunuh Destri Fidya Restiti, S.Pd.
 Class : VII. A
 Time : 13.30 – 15.00
 Day : Monday
 Date : 19th November 2012

1. Pada siang hari ini guru memasuki ruangan kelas sekitar 5 menit sebelum pelajaran dimulai. Guru meminta bantuan seorang siswa untuk menyalakan *LCD projector* yang akan digunakan sebagai media pembelajaran. Sementara itu baru sebagian siswa saja yang sudah berada didalam kelas. Tepat setelah bel berbunyi baru semua siswa hadir didalam ruangan kelas.
2. Guru mengawali kelas dengan mengucapkan salam yang kemudian dijawab serentak oleh siswa. Kemudian guru melanjutkan dengan *greeting*, "*Good afternoon, class.*" kemudian siswa menjawab, "*Good afternoon, mam.*" Guru menambahkan, "*How are you today?*" dan murid menjawab, "*I'm fine. Thanks. And you?*" guru menjawab, "*I'm fine too. Thank you.*" Setelah *greeting*, guru mengajak siswa untuk berdoa, "*Before we study, let's pray together. Shall we.*"
3. Setelah mengawali dengan salam dan *greeting*, guru memeriksa kehadiran siswa dengan bertanya kepada siswa, "*Who's absent today.*" beberapa siswa menjawab, "*Nihil, miss.*"
4. Sebagai aktivitas awal dalam kegiatan pembelajaran *speaking* pada hari itu, guru menayangkan sebuah *video* percakapan singkat dua orang remaja yang berdurasi sekitar 10 detik.
5. Setelah *video* tersebut ditayangkan dua kali, guru bertanya pada murid, "*What do you get from that video? Or what the video is about?*" beberapa siswa terlihat berbisik dan berdiskusi dengan teman sebangkunya, namun tidak ada yang menjawab. Guru kembali menegaskan, "*Come on class, just tell me your opinion.*" setelah itu ada siswa yang merespon, "*Please play the video once again, miss.*" Guru kembali menayangkan *video* tersebut dan setelah itu baru ada siswa yang berpendapat dengan cukup baik, "*In that video boy give birthday present to friend. His friend very happy and say thank you.*" guru merespon jawaban siswa dengan pijian, "*Good answer, Ilham. Is there any other idea, guys?*" namun tidak ada siswa yang menambahkan pendapat lain.
6. Setelah itu guru menjelaskan tentang percakapan *video* tersebut dan menjelaskan pada siswa bahwa hari ini mereka akan belajar tentang cara berterimakasih atau *how to thank*.

7. Guru melanjutkan aktivitas dengan menunjukkan beberapa ekspresi untuk mengucapkan terima kasih dalam bahasa Inggris. Guru juga menyertakan beberapa contoh dialog singkat tertulis terkait penggunaan ekspresi tersebut. Siswa diminta memahami dan mengartikan contoh tersebut.
8. Pada aktivitas berikutnya, guru menginstruksikan siswa untuk bekerja berpasangan untuk menuliskan percakapan singkat dengan menggunakan ekspresi yang telah diberikan sebelumnya. Percakapan yang dimaksud dimulai dari *greeting* saat bertemu sampai mereka berpisah. Bagi siswa aktivitas semacam ini bukan yang pertama kalinya sehingga siswa nampak segera mengerti arahan dari guru tersebut.
9. Selagi siswa berdiskusi dan menuliskan percakapan, guru berkeliling dan memberikan arahan-arahan yang diperlukan siswa dan menjawab pertanyaan-pertanyaan dari siswa yang menemui kesulitan.
10. Guru memberikan waktu 20 menit kepada siswa untuk membuat dan menghafalkan percakapan yang mereka buat sendiri sebelum menampilkannya di depan teman-temannya.
11. Setelah 20 menit berlalu, guru membagi kelas menjadi tiga kelompok besar. Guru mengajak siswa keluar kelas dan meminta siswa duduk melingkar sesuai kelompok masing-masing.
12. Tiap pasangan siswa memperagakan percakapan yang telah mereka buat di depan teman-teman dalam kelompok tersebut secara bergantian. Sementara siswa lain membuat deskripsi tentang penampilan temannya yang maju. Siswa diminta membuat deskripsi singkat mengenai kelebihan dan kekurangan dari penampilan temannya. Dalam aktivitas ini, guru hanya mengawasi secara berpindah di masing-masing kelompok.
13. Dalam aktivitas ini sebagian siswa nampak lebih percaya diri dalam berbicara memperagakan percakapan dalam bahasa Inggris. Mereka juga nampak lebih senang karena bisa sambil menyelipkan candaan saat temannya maju.
14. Usai aktivitas tersebut, guru menyuruh siswa kembali ke dalam kelas dan meminta lembaran berisi deskripsi yang telah mereka buat. Selanjutnya guru meminta beberapa siswa untuk mengomentari penampilan temannya secara lisan. Namun hanya dua orang siswa yang mau berpendapat.
15. Setelah bel tanda usai pelajaran berbunyi, guru merangkul secara singkat tentang kegiatan yang telah mereka lakukan dan memberikan sedikit tips terkait materi yang telah diajarkan. Hanya sebagian siswa saja yang nampak memperhatikan karena yang lain nampak sudah buru-buru ingin pulang. Kemudian guru mengakhiri kelas dengan doa bersama dan salam.

Field note : 4
 Teacher : Nunuh Destri Fidya Restiti, S.Pd.
 Class : VII. C
 Time : 13.30 – 15.00
 Day : Monday
 Date : 26th November 2012

1. Semerti pada pertemuan minggu lalu, guru memasuki ruangan kelas sekitar 5 menit sebelum pelajaran dimulai. Guru meminta bantuan seorang siswa untuk menyalakan *LCD projector* yang akan digunakan sebagai media pembelajaran. Sebagian siswa yang berada didalam kelas masih bermain dan memanfaatkan waktu istirahat mereka, sementara yang lainnya masih berada diluar ruangan kelas.
2. Guru mengawali kelas dengan cara yang sama, yakni dengan mengucapkan salam yang kemudian dijawab serentak oleh siswa. Kemudian guru melanjutkan dengan *greeting*, "*Good afternoon, class.*" kemudian siswa menjawab, "*Good afternoon, mam.*" Guru menambahkan, "*How are you today?*" dan murid menjawab, "*I'm fine. Thanks. And you?*" guru menjawab, "*I'm fine too. Thank you.*" Setelah *greeting*, guru mengajak siswa untuk berdoa, "*Before we study, let's pray together. Shall we.*"
3. Setelah mengawali dengan salam dan *greeting*, guru memeriksa kehadiran siswa dengan bertanya kepada siswa, "*Who's absent today.*" Pada hari itu ada satu orang siswa yang tidak hadir.
4. Guru mengawali kegiatan pembelajaran *speaking* pada hari itu dengan metode yang sama seperti yang diterapkan dikelas sebelumnya, yakni dengan menampilkan sebuah *video* berisi percakapan dalam bahasa Inggris. Kali ini *video* tersebut menampilkan sekelompok remaja yang sedang bertengkar, kemudian ada yang meleraikan, dan ada pihak yang meminta maaf.
5. Guru kembali mengecek pemahaman siswa terhadap *video* tersebut dengan bertanya, "*Do you have any idea what the video is about?*" siswa tidak ada yang menjawab pertanyaan tersebut sampai guru bertanya kembali, "*What do you see from that video?*" kemudian seorang siswa menjawab, "*Fighting, miss.*" jawaban tersebut disusul oleh jawaban siswa lain, "*Bullying, miss.*"
6. Kemudian guru menjelaskan informasi yang terdapat dalam *video* tersebut. Guru juga menekankan penjelasannya pada bagian *saying apologize* yang akan menjadi materi utama pada kegiatan pembelajaran hari ini.
7. Guru menampilkan beberapa cara untuk meminta maaf dalam bahasa Inggris beserta contoh penggunaannya dalam kalimat. Kemudian guru meminta siswa untuk memahami dan mengartikan contoh-contoh tersebut

bersama teman sebangkunya. Guru juga menyarankan siswa untuk bertanya pada guru jika ada bagian yang sulit dipahami.

8. “*Well, class. Is there any question so far?*” guru menanyakan pemahaman siswa akan contoh yang diberikan dan beberapa siswa menjawab, “*No, miss.*” Guru melanjutkan intruksinya dengan meminta siswa untuk membuat kelompok, “*Now please make a group of four.*” Mendengar perintah tersebut, siswa segera berebut memilih teman yang akan menjadi kelompok mereka.
9. Perintah tersebut kemudian disusul dengan aktivitas *role play*. Siswa diminta memperagakan drama singkat dengan tema bebas sesuai kreativitas mereka. Guru memberikan waktu 30 menit untuk menyiapkan percakapan dan cerita singkat yang akan mereka peragakan.
10. Siswa nampak cukup antusias dengan aktivitas ini, bahkan beberapa kelompok nampak menyiapkan properti sederhana untuk penampilan mereka. Guru berkeliling mengawasi dan memberikan arahan serta membantu kelompok yang menemui kesulitan.
11. Setelah 30 menit berlalu guru mulai memilih urutan kelompok secara acak untuk maju didepan teman-temannya menampilkan *role play* yang telah mereka buat sendiri. Sedikit sekali siswa yang masih nampak grogi dalam penampilannya. Namun, beberapa siswa nampak tidak mampu mengimbangi akting teman sekelompoknya sendiri. Mereka berbicara dengan *volume* yang lebih pelan daripada anggota kelompok lain dan sedikit melakukan gerakan.
12. Aktivitas ini terus berlangsung sampai bel tanda usai pelajaran berbunyi. Setelah semua kelompok tampil, guru memberikan komentar terhadap beberapa siswa yang kurang aktif dalam penampilan *role play* tadi. Guru juga menanyakan kesulitan yang mereka rasakan. Namun, siswa yang ditanya nampak enggan menjawab, hanya satu orang yang berpendapat, “Susah menghafal dialognya, *miss*. Waktunya untuk menghafal kurang lama.”
13. Karena waktu sudah melebihi jam pelajaran yang seharusnya, guru kemudian menutup kelas dengan sedikit saran untuk penampilan mereka minggu depan disusul dengan doa bersama dan salam.

Appendix B:

Students' Reflections

Name : Alvin A.M
Student Number : 02
Class : VII A

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?

☒ Yes

b. No

2. Did you feel nervous?

☒ Yes

☒ No

3. If it is yes, what makes you feel so?

a. The teacher

☒ Your friends

c. The material is too difficult

d. Afraid of making mistake on grammar

e. Pronunciation difficulties

f. Limited vocabulary

g. Classroom environment

h. Others:

4. How did you overcome that feeling?

a. Speak with low voice

b. Speak faster

c. Not making eye contact

d. Making unnecessary movement

e. Others:

Name : Nadya Friza T.
Student Number : 20
Class : VII A

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?
 - a. Yes
 - ☒ b. No
2. Did you feel nervous?
 - ☒ a. Yes
 - b. No
3. If it is yes, what makes you feel so?
 - a. The teacher
 - b. Your friends
 - c. The material is too difficult
 - ☒ d. Afraid of making mistake on grammar
 - e. Pronunciation difficulties
 - f. Limited vocabulary
 - g. Classroom environment
 - h. Others:
4. How did you overcome that feeling?
 - a. Speak with low voice
 - b. Speak faster
 - ☒ c. Not making eye contact
 - d. Making unnecessary movement
 - e. Others:

Name : Demar Rizky H
Student Number : 08
Class : 7A

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?
 - ☒ a. Yes
 - b. No
2. Did you feel nervous?
 - ☒ a. Yes
 - b. No
3. If it is yes, what makes you feel so?
 - ☒ a. The teacher
 - ☒ b. Your friends
 - c. The material is too difficult
 - d. Afraid of making mistake on grammar
 - e. Pronunciation difficulties
 - f. Limited vocabulary
 - g. Classroom environment
 - h. Others:
4. How did you overcome that feeling?
 - a. Speak with low voice
 - ☒ b. Speak faster
 - c. Not making eye contact
 - d. Making unnecessary movement
 - e. Others:

Name : Nofri Udin Si
Student Number : 21
Class : 7A

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?
 - a. Yes
 - ☒ b. No
2. Did you feel nervous?
 - ☒ a. Yes
 - b. No
3. If it is yes, what makes you feel so?
 - a. The teacher
 - b. Your friends
 - c. The material is too difficult
 - d. Afraid of making mistake on grammar
 - e. Pronunciation difficulties
 - ☒ f. Limited vocabulary
 - g. Classroom environment
 - ☒ h. Others: Shy
4. How did you overcome that feeling?
 - ☒ a. Speak with low voice
 - ☒ b. Speak faster
 - c. Not making eye contact
 - d. Making unnecessary movement
 - e. Others:

Name : Aflah Ania H.
Student Number : ~~000~~ / 3.
Class : 7E

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?
 - a. Yes
 - ☒ b. No
2. Did you feel nervous?
 - ☒ a. Yes
 - b. No
3. If it is yes, what makes you feel so?
 - a. The teacher
 - ☒ b. Your friends
 - c. The material is too difficult
 - d. Afraid of making mistake on grammar
 - e. Pronunciation difficulties
 - f. Limited vocabulary
 - ☒ g. Classroom environment
 - h. Others:
4. How did you overcome that feeling?
 - ☒ a. Speak with low voice
 - b. Speak faster
 - ☒ c. Not making eye contact
 - d. Making unnecessary movement
 - e. Others:

Name : Shandi Brian
Student Number : 27
Class : 7E

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?
 - a. Yes
 - ☒ b. No
2. Did you feel nervous?
 - ☒ a. Yes
 - b. No
3. If it is yes, what makes you feel so?
 - a. The teacher
 - b. Your friends
 - c. The material is too difficult
 - d. Afraid of making mistake on grammar
 - e. Pronunciation difficulties
 - f. Limited vocabulary
 - ☒ g. Classroom environment
 - h. Others:
4. How did you overcome that feeling?
 - a. Speak with low voice
 - b. Speak faster
 - ☒ c. Not making eye contact
 - d. Making unnecessary movement
 - e. Others:

Name : oktaviana Putri A
Student Number : 19
Class : 7C

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?
 - a. Yes
 - ☒ b. No
2. Did you feel nervous?
 - ☒ a. Yes
 - b. No
3. If it is yes, what makes you feel so?
 - a. The teacher
 - ☒ b. Your friends
 - c. The material is too difficult
 - ☒ d. Afraid of making mistake on grammar
 - e. Pronunciation difficulties
 - f. Limited vocabulary
 - g. Classroom environment
 - h. Others:
4. How did you overcome that feeling?
 - a. Speak with low voice
 - b. Speak faster
 - ☒ c. Not making eye contact
 - ☒ d. Making unnecessary movement
 - e. Others:

Name : Firstia Nariswari
Student Number : 15
Class : 7c

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?
 - a. Yes
 - ☒ b. No
2. Did you feel nervous?
 - ☒ a. Yes
 - b. No
3. If it is yes, what makes you feel so?
 - a. The teacher
 - ☒ b. Your friends
 - c. The material is too difficult
 - ☒ d. Afraid of making mistake on grammar
 - e. Pronunciation difficulties
 - f. Limited vocabulary
 - g. Classroom environment
 - h. Others:
4. How did you overcome that feeling?
 - a. Speak with low voice
 - b. Speak faster
 - ☒ c. Not making eye contact
 - ☒ d. Making unnecessary movement
 - e. Others:

Name : Rafika Dewi Aisyah
Student Number : 26.....
Class : VII E.....

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?
 - a. Yes
 - ☒ b. No
2. Did you feel nervous?
 - ☒ a. Yes
 - b. No
3. If it is yes, what makes you feel so?
 - a. The teacher
 - b. Your friends
 - ☒ c. The material is too difficult
 - ☒ d. Afraid of making mistake on grammar
 - ☒ e. Pronunciation difficulties
 - f. Limited vocabulary
 - g. Classroom environment
 - h. Others:
4. How did you overcome that feeling?
 - ☒ a. Speak with low voice
 - b. Speak faster
 - c. Not making eye contact
 - ☒ d. Making unnecessary movement
 - e. Others:

Name : Dinda.....

Student Number : 12.....

Class : 7E.....

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?

a. Yes

☒ No

2. Did you feel nervous?

☒ Yes

b. No

3. If it is yes, what makes you feel so?

a. The teacher

b. Your friends

c. The material is too difficult

d. Afraid of making mistake on grammar

e. Pronunciation difficulties

f. Limited vocabulary

g. Classroom environment

☒ h. Others: shy.....and....afraid of making mistake

4. How did you overcome that feeling?

☒ a. Speak with low voice

☒ b. Speak faster

c. Not making eye contact

d. Making unnecessary movement

e. Others:

Name : Rama
Student Number : 21
Class : 7c

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?
 - ☒ a. Yes
 - b. No
2. Did you feel nervous?
 - ☒ a. Yes
 - b. No
3. If it is yes, what makes you feel so?
 - a. The teacher
 - ☒ b. Your friends
 - c. The material is too difficult
 - d. Afraid of making mistake on grammar
 - e. Pronunciation difficulties
 - f. Limited vocabulary
 - ☒ g. Classroom environment
 - h. Others:
4. How did you overcome that feeling?
 - ☒ a. Speak with low voice
 - b. Speak faster
 - c. Not making eye contact
 - d. Making unnecessary movement
 - e. Others:

Name : Dionisius N. G. P.
Student Number : 10
Class : 7C

Answer these following questions based on your recent performance. It is possible to choose more than one answers on number 3 and 4.

1. Was that your best performance?
 - a. Yes
 - ☒ b. No
2. Did you feel nervous?
 - ☒ a. Yes
 - b. No
3. If it is yes, what makes you feel so?
 - a. The teacher
 - ☒ b. Your friends
 - c. The material is too difficult
 - d. Afraid of making mistake on grammar
 - e. Pronunciation difficulties
 - f. Limited vocabulary
 - ☒ g. Classroom environment
 - h. Others:
4. How did you overcome that feeling?
 - ☒ a. Speak with low voice
 - b. Speak faster
 - ☒ c. Not making eye contact
 - d. Making unnecessary movement
 - e. Others:

Appendix C:

Interview Guidelines and Interview Transcripts

INTERVIEW GUIDELINES FOR STUDENTS

Questions	Prompts
Q 1: How long have you been learning English and how do you feel about your experience of learning English?	Positive, negative, good, pleasant, stressful, anxiety-provoking, hard, etc.
Q 2: Please tell me what disturbs you the most about learning and speaking English and why?	Learning in the classroom, when required to speak, giving presentation in the class, etc.
Q 3: Do you think learning and speaking English as a foreign language is very difficult? What kind of difficulties or problems do you feel when speaking English?	Difficulties in learning and remembering vocabulary, grammar (which particular aspects of grammar, like verbs, prepositions, conditional sentences, tense etc.), accent, etc.
Q 4: What kinds of situations cause stress or anxiety for you?	Speaking in front of people, teachers, in class, in oral tests, in front of males/females or the person superior in status, etc.
Q 5: What happens to you when you are in a stressful situation while speaking English and what do you do in these kinds of situations?	Get nervous, lose confidence, start blushing, my heartbeat becomes fast, use short broken sentences, quickly finish the conversation, quickly overcome my anxiety, restore my confidence, etc.
Q 6: What do you think are the reasons of this nervousness or anxiety?	Psychological, personality traits, lack of confidence, language difficulties, not been taught properly, feel it is difficult to learn, etc.
Q 7: In which kind of situations do you not feel anxiety or feel less anxiety while speaking English?	With friends, generally in the society, when only teachers speak, etc.
Q 8: Are you afraid of making errors while speaking English and how do you think people will react if you make mistakes?	Not really, don't bother, very much, feel ashamed, etc.
Q 9: How do you think your language	If he/she is so serious, not friendly,

teacher plays a role in creating or reducing the feeling of anxiety in the classroom?	correct mistakes all the time, etc.
Q 10: What would you like to suggest in order to reduce language anxiety in the learners?	Friendly classroom environment, students should be encouraged to speak and not to get worried about errors, positive feedback should be given, etc.

Adopted from a journal by Muhammad Tanveer (2007) entitled Investigation of the Factors that cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence it Casts on Communication in the Target Language.

INTERVIEW GUIDELINES FOR TEACHERS

- Q1: How do you view the role of language anxiety for EFL learners in learning and particularly speaking English language?
- Q 2: What kinds of situations and language classroom activities have you found to be anxiety- provoking for the students?
- Q 3: What do you think are the causes of students' anxiety while speaking English?
- Q 4: Have you noticed any particular kinds of beliefs or perceptions about learning and speaking English in your students and do you think they play a role in causing language anxiety for the learners? Please explain.
- Q 5: What signs of anxiety have you noticed in anxious learners during your experience of teaching English to EFL learners?
- Q 6: How do you think language anxiety can be successfully controlled in the learners?
- Q 7: What efforts you have been done in order to overcome anxiety?

Adapted from a journal by Muhammad Tanveer (2007) entitled Investigation of the Factors that cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence it Casts on Communication in the Target Language.

STUDENTS' INTERVIEW TRANSCRIPTS

INTERVIEW 1

Interviewees:

1. Alya Aqilah Madhani
2. Nadya Erza Taravinka

R= Researcher

A= Alya

N= Nadya

R: Alya sama Nadia ini udah belajar Bahasa Inggris sejak kapan?

A: Sejak TK.

R: Kalau Nadia?

N: Sejak TK juga.

R: Menurut kalian kesulitan belajar Bahasa Inggris selama ini tu apa? Alya dulu gimana?

A: Waktu perform buat tes speaking. Sering gugup dan lupa kalau didepan yang lain.

R: Kalau Nadia kesulitan di kelas speaking apa?

N: Iya kalau pas perform speaking takut salah-salah bahasanya. Takut salah spelling nya sama pengucapannya gitu.

R: Terus kalo disuruh maju sama gurunya gitu merasakan semacam grogi gitu nggak?

A: Iya setiap kali.

R: Kalau Nadia?

N: Mungkin nggak grogi kalau udah menguasai materi yg buat di-perform-in.

R: Terus apa yang terjadi disaat grogi gitu?

A: Pasti kringetan, terus nggak pengen maju.

N: Deg-degan terus kaya waktu berjalan lambat gitu.

R: Terus biasanya apa yang dilakukan buat mengatasi groginya itu?

A: Biasanya nganggep semua yang ada disitu bukan manusia. Jadi disitu sendiri.

R: Terus apalagi selain itu?

A: Udah sih itu aja.

R: Terus kalau Nadia gimana?

N: Emmm.. Ya tetep berusaha buat nggak grogi dan maju kalau salah ya ditutup-tutupin aja.

R: Apakah kalian merasa khawatir dengan anggapan teman-teman gitu saat maju?

A: Iya.. malu.

N: Nanti takut kalau diteriak-teriakin gitu malah parah.

R: Kalau materi kelas speaking itu terlalu sulit nggak sih?

A: Nggak juga sih.

N: Nggak soalnya dulu udah pernah juga diajarin pas les.

R: Adakah hal lain yang membuat kamu ngrasa nggak nyaman pas bicara di depan teman-teman?

N: Aku ngrasa nggak nyaman kalau diliatin temen-temen yang lebih pinter. Rasanya jadi kaya saingan siapa yang lebih pinter soalnya mereka ikut menilai kemampuanku. Jadinya ya mau nggak mau aku ikut berkompetisi dengan mereka. Meski jadinya aku ngrasa tertekan dan bikin grogi.

R: Kalau gurunya menurut kalian punya peran nggak buat mbantu mengatasi groginya itu?

A: Mbantu sih. Mbnenerin pengucapannya kalau salah.

N: Mbantu jadi nanti kalau salah-salah gitu juga dibenerin.

R: Emang nggak grogi kalau diliatin gurunya?

A: Nggak.

R: Kalau Nadia?

N: Ada groginya.

R: Terus situasi gimana yang kalian harapkan biar nggak grogi?

N: Temen-temennya yang pada rame biar nggak memperhatikan.

A: Iya.. iyaa.. nunggu temennya rame biar nggak keliatan kalau salah.

N: Sebenarnya kalau praktek speaking nya di bangku masing-masing sama temen sebangkunya sih nggak grogi, tapi kalau udah maju didepan jadi grogi.

R: Terus gurunya mesti gimana biar kalian nggak grogi gitu?

A: Jangan galak-galak.

R: Kalau menurut Nadia gimana?

N: Ngasih dorongan gitu biar nggak grogi.

R: Selain alasan yang kamu sebutkan tadi, ada lagi nggak hal lain yang jadi masalah buat kamu?

A: Sebenarnya hal yang bikin sulit itu karena saya nggak terbiasa ngomong pake Bahasa Inggris. Kita praktek ngomong pake Bahasa Inggris ya cuma kalau di kelas speaking. Kadang pengen aktif ngomong tapi bingung sendiri nggak tau apa harus diomongin.

R: Kalau Nadia gimana?

N: Udah itu aja.

R: Kalau keterbatasan pengetahuan kalian tentang vocabulary itu mengganggu juga nggak buat perform speaking nya kalian?

A: Nggak juga sih.

R: Kalau Nadia?

N: Agak mengganggu soalnya biasanya kalau pas nggak tau jadi curi-curi waktu dan bikin gerakan-gerakan nggak penting karena takut keliatan nggak bisa.

R: Baiklah, itu saja pertanyaan dari saya. Terimakasih ya Alya dan Nadia.

INTERVIEW 2

Interviewees:

1. Damar Rizky Nuranda
2. Nafi'udin Sanityasa

R= Researcher

D= Damar

N= Nafi'udin

R: Damar dan Nafi sudah berapa lama belajar Bahasa Inggris?

D: Kelas 1 SD.

R: Kalau Nafi?

N: Sama, kelas 1 SD juga.

R: Terus selama ini, dari SD sampai sekarang, kesulitan apa yang paling dirasakan dalam belajar Bahasa Inggris?

D: Ya awalnya kan belum ngerti gitu tentang arti-arti kata-katanya gitu.

R: Kalau Nafi gimana? Apa kesulitan saat belajar di kelas speaking?

N: Saat maju kedepan. Soalnya nggak PD (percaya diri) kalau harus bicara dan berdiri didepan teman-teman dengan Bahasa Inggris. Lebih nyante kalau cuma praktek dengan teman sebangku di meja masing-masing.

R: Kalau menurut Damar untuk kegiatan speaking selama ini susah nggak?

D: Iya lumayan susah.

R: Dibagian mana susahnya?

D: Kalau misalnya gurunya memperhatikan kita terus kitanya itu langsung jadi nggak fokus gitu. Jadi lupa sama kalimat yang mau dibilangin.

R: Kalau untuk nafi sendiri gimana? Apa yang paling susah dari kegiatan speaking?

N: Terlalu banyak orang.

R: Siapa yang paling berpengaruh terhadap penampilan kalian ketika maju speaking? Teman-teman atau gurunya?

D: Dua-duanya. Kalau temen-temen fokus memperhatikan kita, kitanya malah grogi. Terus kalau gurunya juga memperhatikan kita terus gitu jadi tambah lupa sama kalimat yang mau dibilangin.

R: Kalau dari Nafi gimana?

N: Temen-temennya.

R: Kenapa emang temen-temennya?

N: Ya bikin jadi grogi.

R: Apa Nafi khawatir dengan reaksi teman-temannya?

N: Ya kalau salah malu.

R: Lalu gimana dengan keterbatasan perbendaharaan kata yang kalian miliki? Apa itu juga menghambat saat tampil speaking?

D: Iya, menghambat. Kalau pas maju terus lupa arti satu kata aja bisa langsung lupa semua yang mau diomongin.

N: Kalo aku kadang iya kadang nggak.

R: Kalau pas maju lalu lupa, apa usaha yang kalian lakukan?

D: Berusaha nginget-nginget sambil nggak ngliatin temen-temen.

R: Terus liat apa?

D: Yaa yang nggak ada orangnya.

R: Terus kalau Nafi gimana?

N: Ya berusaha nginget-nginget sambil liat atas.

R: Terus misalnya ya kalau lagi maju dan grogi gitu apa aja yang dirasain?

D: Kaya gemeteran terus dingin gitu tangannya. Pengen cepet-cepet selesai.

R: Kalau Nafi gimana?

N: Sama.

R: Terus cara ngatasinya gimana untuk meredam groginya biar bisa tetep perform dengan baik?

D: Kalau temen-temennya nggak merhatiin kita, kita itu malah bisa lancar gitu. Jadi enakya kalau nggak ada temennya sendiri gitu atau kalau nggak temennya merhatiin yang lain.

N: Iya sama juga.

R: Berarti yang paling berpengaruh emang temen-temennya ya?

N: Iya kalau temennya rebut pas kita maju malah jadi ngrasa lebih aman.

R: Kalau gurunya sendiri mbantu nggak sih buat mengatasi rasa groginya itu?

D: Ya mbantu sih asalkan gurunya nggak ngliatin dan nggak fokus ke kita terus gitu.

R: Kalau menurut Nafi?

N: Kalau fokus atau nggak sama aja semuanya.

R: Terus gurunya mesti gimana biar kalian bisa tampil speaking dengan nyaman?

D: Ya membuat suasana kelas hangat misalnya dengan bercanda.

R: Kalau Nafi gimana?

N: Ya memprhatikan tapi nggak terlalu fokus.

R: Terus di situasi seperti apa kalian bisa meredam rasa grogi itu?

D: Agak sedikit gaduh jadi kan kalo misal gitu otomatis yang liat nggak memperhatikan kita secara langsung gitu jadi lebih enak.

R: Kalau Nafi sendiri gimana tuh?

N: kalau nggak ada temen yang memperhatikan.

R: Kalau misal biasanya kan maju nggak sendiri tapi sama temennya, itu mengurangi rasa grogi nggak?

D: Iya.

N: Iya.

R: Terus enakan mana tampil sendirian atau berkelompok?

N: Berkelompok.

D: Iya sama.

R: Kenapa kok lebih enak berkelompok?

D: Kan ada temen didepan jadinya yang diperhatikan nggak cuma kita.

R: Terus apakah kekhawatiran dalam membuat kesalahan juga bikin kalian ngrasa grogi gitu?

D: Iya bikin grogi soalnya tambah tekanan di kitanya, jadinya bikin lupa juga.

R: Kesalahan bagian mana yang paling mengganggu?

D: Kesalahan pengucapannya kan kadang pronunciation nya masih salah-salah juga.

R: Kalau dari Nafi apa yang paling mengganggu?

N: Pengucapan sama pemilihan kata.

R: Kalau terkait grammar gimana?

D: Nggak terlalu mengganggu sih.

N: Nggak terlalu juga kan kalau speaking nggak terlalu merhatiin grammar nya.

R: Terus kalau materi pelajaranny terlalu sulit nggak menurut Damar?

D: Ya lumayan tapi nggak terlalu sulit juga.

R: Kalau menurut Nafi?

N: Ya nggak terlalu, masih bisa diikitu. Masalahnya ya cuma kalau maju itu.

R: Baiklah sementara ini saja dulu pertanyaan dari saya. Terimakasih atas waktunya Damar dan Nafi ya.

INTERVIEW 3

Interviewees:

1. Aflah Ariq Herindrawan
2. Shandi Brian Agya Novenda

R= Researcher

A= Aflah

B= Brian

R: Oke, pertama saya mau Tanya sama Aflah dulu. Aflah sejak kapan belajar Bahasa Inggris?

A: Sejak TK.

R: Kalau Brian?

B: Yaa TK juga.

R: Kalau di kelas speaking, kesulitan yang paling dirasakan dalam belajar Bahasa Inggris?

A: Kalau grammar nya kadang-kadang susah.

R: Grammar yang gimana maksudnyaa?

A: Yo misalnya kata ini harus ditambah s ato nggak gitu sama kata kerjanya juga diganti verb 2 ato nggak. Kalau di Bahasa Indonesia kan sama aja.

R: Kalau Brian gimana?

B: Eee.. apa itu namanya.. kadang nulis kata-katanya bisa kebalik-balik itu masih sulit. Ya tata bahasanya gitu.

R: Kalau di kelas speaking menurut kalian apa kesulitannya?

A: Pas diminta buat maju. Takut diketawain temen-temen sebenarnya. Terus takut salah juga.

R: Takut salah di bagian apa?

A: Salah ngomongnya, cara pengucapannya.

R: Terus klo Brian sendiri gimana?

B: Sama. Ya itu malu diledak teman-teman kalau misal salah ngucapinnya.

R: Itu kan kalau sama temen. Kalau gurunya gimana? Ada masalah nggak?

B: Gurunya sih mungkin biasa ya. Tapi kalo gurunya medeni, kalo nakutin ya kadang-kadang mbuat hah.. harus bener ini.. harus bener ini.. kaya gitu. Tapi kalau gurunya santai ya kita juga santai gitu.

R: Kalau buat Brian ngaruh gitu juga nggak?

B: Nggak juga sih. Kalau didepan guru aja nggak masalah sih.

R: Emang apa sih yang paling dikhawatirkan dari temen-temen?

A: Apa ya? Nanti kalau misale diketawa-ketawain, ah kamu itu gini gini gini kamu itu nggak pintar gitu. Takutnya nanti malah diledakin terus.

R: Kalau Brian apa yang paling dikhawatirkan dari temen-temen?

B: Emm.. ya diketawain itu tadi sama.

R: Terus di situasi seperti apa biar kalian itu bisa perform speaking dengan nyaman? Aflah gimana?

A: Harus hening, tenang, dan mungkin gurunya juga santai gitu, harus biasa aja soalnya kalo nakutin juga bikin bingung. Mungkin anak-anaknya juga jangan ngetawain.

R: Kalau Brian seperti apa?

B: Eee.. apa itu. Teman-temennya pada diem semua memperhatikan jangan malah ngedak. Gurunya juga ikut memperhatikan.

R: Kalau lagi merasakan grogi gitu biasanya Aflah ngapain?

A: Biasanya yaa gerak-gerak sendiri nggak jelas apa bicaranya dipelanin gitu biasanya.

R: Kalau Brian biasanya ngapain buat mengatasi rasa groginya itu?

B: Mainan tangan kalau nggak kaki.

R: Terus materi kelas English speaking sendiri menurut Aflah terlalu sulit nggak?

A: Kalau bagi aku ya mungkin kalo sulit banget nggak tapi mungkin ada yang mbingungin atau ada yang belum tau gitu atau tau yang baru gitu. Tapi kalau habis dipelajari ya nggak sulit.

R: Kalau menurut brian gimana terlalu sulit nggak materinya?

B: Nggak b gitu sih. Asal berusaha ya pasti bisa. Soalnya ya bisa dibantu dengan kamus gitu.

R: Oke, ini saja pertanyaan dari saya. Terimakasih atas waktunya Aflah dan Brian ya.

INTERVIEW 4

Interviewees:

1. Oktaviana Putri Anggraeni
2. Firstia Nariswari

R= Researcher

P= Putri

T= Tia

R: Putri sama Tia udah sejak kapan nih mulai belajar Bahasa Inggris?

P: Ya dari TK sih udah ada pelajarannya.

R: Kalau Tia?

T: Ya sama, kalau aku dari TK juga udah ada.

R: Terus dari kelas speaking, kesulitan apa yang paling dirasakan dalam belajar Bahasa Inggris?

T: Kalau aku itu pas pengucapannya. Kan kalau Bahasa Inggris kadang pengucapan sama tulisannya beda terus kalau aku ngucapinnya salah kan ntar jadi malu.

R: Kalau Putri apa kesulitan yang paling dirasakan?

P: Ya sama kaya gitu tapi terus, apa itu namanya, kalau misalnya nggak boleh pake kamus nyari Bahasa Inggrisnya nggak tau juga, kadang bingung.

R: Terus kalau di kelas speaking kan biasanya kalian diminta untuk maju. Terkait hal itu kesulitan apa yang dialami Tia?

T: Lha ntar kalau misal maju kan kaya waktu itu pas pengenalan diri ntar udah nginget-ninget, kalau pas maju itu kan gurunya beda-beda ya jadi itu bikin grogi karena belum terbiasa.

R: Terus kalau dari Putri sendiri gimana?

P: Nyusun kata-katanya gitu.

R: Misalnya gimana?

P: Yaa pokoknya kalau udah direncanain mau ngomong apa ntar kalau maju kedepan jadi deg-degan terus blank.

R: Yang bikin deg-degan apa?

P: Ya gurunya, temennya, dan takut salah juga.

R: Berdasarkan lembar pertanyaan yang saya berikan dulu itu kan Tia dan Putri mengaku merasa nervous ketika maju speaking. Nah, yang paling berpengaruh bikin kalian nervous itu apa sih?

T: Kalau aku tuh, kalau misalnya diliatin temen-temen gitu ntar kalau kita udah ngomong terus temen-temennya bilang iihh salah.. salah.. gitu nah tambah nervous kan jadinya.

R: Terus kalau Putri gimana?

P: Takut salah terus kalau diliatin temen-temen nanti diketwain terus pada rame sendiri gitu-gitu.

R: Terus kalau pengaruh gurunya gimana?

T: Ya tergantung gurunya juga ya. Ada yang kalau maju gurunya itu cuma diem aja terus ada juga yang gurunya sambil ngliatin gitu.

R: Terus kalau buat perform speaking nyamanannya gurunya mesti gimana?

T: Kalau kaya gitu tu ntar kan sambil dinilai jadi ndengerinnya jangan sambil diliatin. Kalau diliatin terus kan jadi tambah grogi. Jadi ngliatinnya sesekali aja.

R: Kalau Putri sendiri gimana? Mesti gimana gurunya?

P: Kalau gurunya sendirian sih mau ngapain aja nggak papa asal nggak ada temen yang ngliatin gitu.

R: Terus pernah nggak sih kejadian dimana kalian merasa takut salah dan itu bener-bener bikin grogi?

T: Ya pernah kan kalau dikelas lain nggak sering disuruh maju, ntar kalau tiba-tiba suruh maju, suruh ngomong gitu ntar ya mesti langsung deh-degan terus tangannya langsung dingin semua. Beda kalo cuma praktek ngomong sama temen di meja sendiri lebih nyante dan rasanya lebih bisa.

R: Kesalahan macam apa yang paling kamu khawatirkan bakal terjadi?

T: Lha ntar kalau misal salahnya tu salah ngomongnya, salah gayanya juga, ntar ngomongnya jadi aa.. ee.. aa.. ee.. jadi takut aku.

R: Kalau Putri gimana?

P: Ya pernah sama kaya gitu juga.

R: Kalau materi yang dipelajari selama ini di kelas speaking menurut kali terlalu sulit nggak?

P: Materinya nggak susah tapi kadang lupa gitu kalo pas maju.

R: Kalau menurut Tia sulit nggak?

T: Ya nggak soalnya kalo materinya SMP itu kan ya cuma mengulang yang SD dan diperdalam lagi materinya gitu.

R: Terus harapan kalian gurunya mesti menciptakan suasana yang kaya gimna nih biar kalian bisa nyaman buat perform speaking gitu?

T: Ya temen-temennya tuh disuruh diem, nggak rame, dan nggak pada sibuk sendiri. Ntar itu kan jadi nggak enak kalo aku udah capek-capek ngomong sampai keringetan tapi kok mereka nggak merhatiin. Jadi harusnya gurunya ngomong gitu soalnya ntar kalo ak sendiri yang ngomong tu ntar dibilang huu.. sok tau, gitu.

R: Kalau Putri gimana?

P: Pengennya yang tenang ato kalau nggak pas maju itu nanti yang lain disuruh keluar biar nggak bikin grogi.

R: Nah, itu kan kalau maju sendiri ya, kalau majunya ada temennya itu berpengaruh nggak?

T: Nah, kalau sma temennya itu ya lebih nyaman aja, apalagi kalau temen dekat yang ikut maju gitu kan bisa tenang dan nggak grogi banget. Kalau cuma sendiri sama gurunya menurut aku malah tambah grogi.

R: Kalau Putri gimana nih?

P: Ya lebih enak ada temennya jadi lebih berani, kalau sendiri kan kadang nggak berani.

R: Terus kalau pas lagi ngrasa grogi gitu biasanya Tia ngapain?

T: Kalau udah di depan itu tanganku sering gerak-gerak sendiri, terus aa.. ee.. aa.. ee..., sambil garuk-garuk kepala sendiri, terus berusaha bisik-bisik tanya temen. Sukanya kaya gitu sih kalau maju grogi terus nggak tau gitu.

R: Kalau Putri gimana?

P: Kalau nge-blank gitu ntar ya liat atas bawah diem aja sambil mikir gitu.

R: Oke, sekian dulu ya wawancaranya. Terimakasih atas waktunya Tia dan Putri.

INTERVIEW 5

Interviewees:

1. Rafika Dewi Aisyah
2. Dinda Afiyani Hanifa

R= Researcher

Ra= Rafika

D= Dinda

R: Rafika sama Dinda udah sejak kapan nih belajar Bahasa Inggris?

Ra: Dari kelas 1 SD.

R: Kalau Dinda sejak kapan?

D: Dari TK besar.

R: Terus selama belajar Bahasa Inggris sampai sekarang ini kesulitan apa yang paling dirasakan?

Ra: Ya kalau kita perlu ngapalin rumus-rumus bikin kalimat gitu.

R: Terus kalau dinda gimana? Kesulitan apa yang paling dirasakan?

D: Cara penulisan kata-katanya itu kan kadang beda-beda sama pengucapannya. Terus penggunaan kata kerja yang bener itu gimana.

R: Terus kalau khusus di kelas speaking nih. Kesulitan yang paling dirasakan apa?

Ra: Cara bicaranya. Takut salah bicaranya.

D: Juga takut salah jadi biasanya suaranya kecil biar nggak keliatan salah.

R: Berdasar lembar pertanyaan yang saya berikan sebelumnya kan kalian mengakui merasa nervous gitu pas perform speaking. Apa sih yang bikin kalian merasa seperti itu?

Ra: Ya takut aja, Bahasa Inggrisnya kan juga agak lemah jadi agak takut salah gitu loh, soalnya kan Bahasa Inggrisnya juga agak lemah.

R: Lemah gimana maksudnya?

Ra: Ya jadi agak nggak bisa gitu.

R: Di bagian apa yang merasa lemah?

Ra: Ya semuanya.

R: Kalau Dinda gimana? Hal apa yang paling sulit untuk perform speaking?

D: Biasanya malu atau takut salah gitu.

R: Apa yang bikin Dinda malu?

D: Ya karena takut salah itu.

R: Emang apa yang Dinda khawatirkan kalau salah gitu?

D: Kalau salah takutnya nilainya jelek, takut diketawain juga kalau salah.

R: Terus kalau udah mulai ngrasa nervous gitu apa yang dilakuin?

Ra: Ya bisik-bisik sama temen yang didepan minta mereka benerin kalo ada yang salah.

R: Kalau Dinda biasanya ngapain?

D: kalau aku ya suaranya dipelanin terus lebih cepet juga.

R: Kalau dari gurunya gimana? Berpengaruh nggak dalam perasaan grogi yang kalian rasakan itu?

Ra: Tergantung gurunya kalau biasa, baik gitu kalau ngingetin nggak pake marah-marah, ngingetin pelan-pelan gitu ya bikin enak.

R: Kalau buat Dinda guru yang gimana yang bikin ngrasa nggak nyaman gitu?

D: Kadang-kadang kalo gurunya galak gitu ya aku jadi udah ngrasa takut duluan.

Ra: Ohh, sama itu kalau misal maju kalau salah itu kan dibenerin, tapi nggak suka kalau dibenerinnya keras-keras gitu. Kalau keras gitu kan bikin males.

R: Di situasi kelas seperti apa rafika bakala ngrasa lebih nyamapn buat tampil speaking?

Ra: Ya rame biar nggak diperhatiin gitu., kan jadi yang merhatiin cuma gurunya doang, jadi ya udah nggak terlalu grogi. Kalau diem kan, terus suaranya harus dikerasin jadinya kalau salah bikin malu.

R: Kalau Dinda sendiri gimana?

D: Ya situasi yang biasa aja, nggak begitu rame, nggak begitu sepi.

R: Kalau udah mulai ngrasa grogi didepan gitu biasanya Rafika ngapain?

Ra: Ya berusaha ngliat ke temen-temen yang nggak bikin grogi, jadi fokus kesitu aja.

D: Aku malah biasanya ngomongnya dengan suara pelan dan lebih cepet jadinya nggak kedengeran yang lain.

R: Sekarang kalau majunya bareng temennya, berdua atau berkelompok gitu ada bedanya nggak sih?

Ra: Iya, bikin nggak nervous terus kan kalau salah bisa saling ngingetin.

R: Kalau Dinda gimana?

D: Ya sama, ada bedanya juga jadi nggak ngrasa nervous.

R: Terus kalau menurut kalian materi yang diajarkan di kelas speaking itu terlalu sulit nggak sih?

Ra: Ada gampangnya ada sulitnya. Sulitnya ya kalau disuruh maju kedepan gitu. Tapi kalau cuma ngerjain soal ya mendingan.

R: Kalau menurut Dinda gimana?

D: Kalau materinya ya nggak terlalu sulit sih. Biar nggak boring ya enakunya dibikin permainan gitu.

R: Oke, sementara segini aja ya pertanyaan dari saya. Terimakasih atas waktunya Rafika dan Dinda.

INTERVIEW 6

Interviewees:

1. Rama Sakti Panjalu
2. Dionisius Novanda Guntur Prayoga

R= Researcher

Rm= Rama

D= Dion

R: Oke saya mau Tanya dulu sama Rama ni. Rama sudah sejak kapan mulai belajar Bahasa Inggris?

Rm: Sejak TK.

R: Kalau Dion?

D: Sejak TK juga.

R: Terus selama belajar Bahasa Inggris di kelas speaking, kesulitan apa yang paling dirasakan?

Rm: Apa yaa.. Itu.. kaya kata-katanya itu, penggunaan verb. Verb 2, verb 1, kalau verb 1 udah mending, kalau verb 2 masih agak belum dong.

R: Kalau Dion apa yang dirasa paling sulit?

D: Itu, sering lupa cara penulisan gitu, kaya ngurut-ngurutin kata juga.

R: Kalau di kelas speaking itu kesulitan apa yang paling dirasakan?

Rm: Ya kalau disuruh maju kadang pengen buru-buru cepat selesai tapi malah jadi lupa Bahasa Inggrisnya kata-kata yang mau diomongin. Pas berusaha nginget malah jadi grogi sendiri jadi makin susah.

R: Kalau Dion?

D: Ya sama gitu. Jadi nek misalnya disuruh maju kedepan terus dikasih pertanyaan njawabnya harus cepet itu bingung.

Rm: Nggak ada waktu buat mikir.

R: Menurut lembar pertanyaan yang pernah saya berikan, Rama dan Dion mengaku merasa grogi saat maju speaking nih. Itu apa yang bikin ngrasa gitu?

Rm: Temen-temen.

R: Kenapa emang temennya?

Rm: Pada rame sendiri terus habis itu yaa apa yaa.. ya suasana kelasnya aja.

R: Terus kalau Dion gimana?

D: Temen-temen kadang suka gangguin dari kursi itu lho. Nanti masang muka-muka gimana gitu yang mengganggu.

R: Ada cerita nggak dimana Dion ngrasa paling grogi gitu pas maju?

D: Pokoknya waktu awal-awal English Speaking itu. Kan kalo nggak salah suruh ndeskripsiin apa itu, negara atau sekolah gitu. Padahal kan waktu itu belum deket banget sama temen-temen, jadinya masih grogi gitu.

R: Berarti paling berpengaruh bikin grogi itu temen-temennya ya?

Rm: Iya.

D: Paling kalau udah lama dikit agak berkurang groginya.

R: Terus ni keadaan kelas seperti apa yang nyaman, yang nggak bikin grogi buat kalian maju speaking gitu?

Rm: Keadaan kelasnya harus tenang dan terus diperhatiin teman-temannya. Kalau pada ngomong sendiri-sendiri terus pasang muka-muka yang ngganggu gitu kan jadi grogi, nggak bisa konsentrasi, jadi lupa semua yang mau diomongin.

R: Kalau Dion sendiri gimana?

D: Aku? Ya kalau udah deket dan nyaman sama temen-temen ya udah nggak grogi lagi asal nggak ngetawain.

R: Kalau gurunya gimana pengaruhnya?

Rm: Tergantung gurunya, tapi sih nggak terlalu berpengaruh kalau buat aku.

R: Terus guru yang gimana yang bikin grogi dan gimana yang nggak?

Rm: Yang nggak bikin grogi ya yang cukup nyuruh maju terus dinilai aja gitu. Yang bikin grogi ya yang nyuruh cepet-cepet gitu.

R: Kalau menurut Dion gimana?

D: Yang bikin grogi itu kalau gurunya tu ngasih pertanyaan yang susah dan waktunya harus cepet.

R: Waktu maju speaking gitu ada kekhawatiran buat kesalahan nggak sih?

Rm: Ada.

R: Kesalahan di bagian apa itu?

Rm: Cara ngomongnya. Pengucapannya itu kan susah hurufnya kebalik-balik dan cara ngomongnya nggak bisa mirip sama orang Inggris yang asli. Jadi nggak bagus.

R: Kalau Dion?

D: Ya sama takut salah pengucapannya juga.

R: Selain itu ada lagi nggak?

D: Lupa Bahasa Inggrisnya.

R: Kalau Rama gimana?

Rm: Aku juga sama. Kalau nggak, kalau kepepet bilingual.

R: kalau Dion gimana kalau lupa Bahasa Inggrisnya?

D: Ya sama paling Cuma bilang nganu.. nganu.. Cuma gitu-gitu aja.

R: Biar enak gurunya mesti gimana nih? Harus menciptakan suasana yang seperti apa biar nyaman pas maju dan nggak ngrasa grogi?

Rm: Yang tenang, enjoy, terus asik aja gitu.

R: Kalau Dion pengennya gimana?

D: Emmm.. kalau misalnya salah pengucapan gitu, kalau temennya pada ngetawain langsung disuruh diem gitu, suruh tenang, jangan diketawain gitu.

R: Kalau pas lagimaju didepan gitu terus ngrasa grogi biasanya Rama ngapain?

Rm: Liat ke atas. Kan nggak liat temen-temennya jadi nggak terganggu.

R: Kalau Dion ngapain biasanya?

D: Liat ke atas aja, sama.

R: Biasanya kalian mengusahakan eye-contact nggak dengan teman-temannya?

Rm: Nggak. Bikin grogi.

D: Sama. Bikin grogi kalau ngliat mata temen-temen atau guru.

Rm: Pernah tapi langsung lupa semua yang mau diomongin apa.

R: Terus ada perbedaan nggak ketika Dion dan Rama diminta maju tapi ada temennya gitu?

Rm: Ada.

R: Lebih enak yang mana?

Rm: Lebih enak yang berdua, nggak sendirian.

D: Iya jadi kalau diketawainnya bareng-bareng.

R: Oke, sekian interview dari saya. Terimakasih atas waktunya Rama dan Dion ya.

TEACHERS' INTERVIEW TRANSCRIPTS

INTERVIEW 7

Interviewee: Abid Alif Mudafi, S. Pd.

A= Abid

R= Researcher

R: Bagaimana pandangan Anda terhadap peran *anxiety* bagi siswa dalam proses pembelajaran, khususnya dalam berbicara bahasa Inggris?

A: *Anxiety* adalah hambatan utama dalam keberhasilan *speaking* siswa. *Speaking* itu merupakan *skill* yang harus diadaptasi secara natural tanpa adanya kekhawatiran dalam diri siswa. Jika proses adaptasi mengalami kendala, apalagi yang berasal dari dalam diri, akan mempengaruhi pembelajaran *speaking* lanjutan. Harus ada metode atau *treatment* untuk meminimalisir *anxiety* dalam diri siswa.

R: Situasi dan aktivitas pembelajaran seperti apa yang Anda tahu bahwa itu dapat memicu timbulnya *anxiety* pada siswa?

A: Situasi dimana siswa harus memproduksi suatu teks atau dialog sendiri. Ini merupakan situasi yang paling memungkinkan untuk menimbulkan *anxiety* karena siswa dituntut menggunakan bahasa *authentic*. Sedangkan bahasa *authentic* paling tidak mendekati level *advanced* dalam *accuracy* dan *fluency* butuh beberapa pertemuan dan kadang dalam kelas waktu yang tersedia terbatas.

R: Menurut Anda apa penyebab *anxiety* pada siswa ketika berbicara dalam bahasa Inggris?

A: Beberapa diantaranya adalah motivasi belajar siswa yang rendah, penyampaian materi pada siswa kurang variasi dan kreatif, sumber bacaan atau belajar terbatas, tuntutan keberhasilan pembelajaran rendah, dan keterbatasan waktu untuk memproduksi *language fluently*.

R: Apakah Anda mengetahui bagaimana persepsi siswa terhadap pembelajaran *speaking*? Apakah hal tersebut juga menyebabkan siswa mengalami *anxiety*?

A: Siswa memiliki ketakutan tersendiri saat dituntut maju untuk berbicara. Bagian *production* dalam proses pembelajaran membuat siswa *anxiety*. Ini karena siswa harus kreatif memproduksi bahasa berdasar tema atau topik tertentu. Sedangkan dalam praktek mengajar, ada 4 *skills* yang harus diajarkan dengan waktu terbatas. Idealnya fase awal pembelajaran harus mempunyai waktu panjang, tidak satu atau dua kali pertemuan siswa sudah dituntut memproduksi bahasa sendiri.

R: Terkait hal tersebut, saya menemukan bahwa ada siswa bernama Rafika, dia merasa tidak percaya diri pada kemampuannya sendiri. Apakah Anda menyadari hal itu? Bagaimana pandangan Anda mengenai hal itu?

A: Dia memang siswa yang kepercayaan dirinya sangat rendah. Dia sering menolak ketika diminta untuk berbicara. Menurut saya hal itu sangat menghambat proses belajar dia untuk dapat berbicara dengan baik.

R: Menurut Anda apa penyebabnya?

A: Mengenai penyebabnya saya belum mengetahui secara pasti.

R: Apa upaya Anda untuk meningkatkan rasa percaya dirinya?

A: Saya sering memberi motivasi dan membuat dia memandang bahasa Inggris sebagai pelajaran yang mudah.

R: Dalam pengalaman Anda mengajar, apa saja tanda-tanda yang Anda ketahui bilamana seorang siswa mengalami *anxiety*?

A: Terbata dalam berbicara atau tidak berbicara sama sekali, *out of topic* dalam *replying dialogue* dari orang lain, memproduksi bahasa yang sama dengan contoh dan hanya mengganti beberapa bagian, dan kurangnya kreativitas dalam memproduksi bahasa.

R: Menurut Anda bagaimana cara yang tepat untuk mengontrol *anxiety* pada siswa?

A: Siswa mempelajari bahasa *authentically* dan dengan penyajian materi yang bervariasi. Berawal dari situ kondisi pembelajaran akan menyenangkan dan mengurangi tekanan dalam diri siswa. Dengan tidak adanya tekanan maka siswa akan beranggapan atau memiliki persepsi menarik tentang bahasa Inggris. Ini membantu sekali untuk mengurangi efek *anxiety*.

R: Adakah cara lainnya untuk mengatasi *anxiety*?

A: Sebenarnya siswa perlu lebih sering berbicara menggunakan bahasa Inggris, sayangnya sebagian besar dari mereka hanya melakukannya di kelas *speaking*. Di kelas reguler bahasa Inggris, mereka hanya menggunakan bahasa Indonesia.

R: Sejauh ini usaha apa yang telah Anda lakukan unruk mengatasi masalah tersebut?

A: Menciptakan *fun and interesting atmosphere* di kelas, menghilangkan tekanan dalam belajar sehingga pembelajaran menyenangkan, siswa diberi referensi pembelajaran *independent* untuk memperkaya pengetahuan bahasa Inggris, *remedial class* secara efektif dan efisien guna menekan *missing link* dalam pembelajaran.

INTERVIEW 8

Interviewee: Nunuh Destri Fidya Restiti, S. Pd.

N= Nunuh

R= Researcher

R: Bagaimana pandangan Anda terhadap peran *anxiety* bagi siswa dalam proses pembelajaran, khususnya dalam berbicara bahasa Inggris?

N: Sangat berpengaruh karena dengan adanya perasaan *anxiety* semacam *nervous* siswa akan kehilangan ide yang ada dalam otak mereka karena stimulus dari *nervous* itu sendiri mempengaruhi *performance* terutama saat *speaking*.

R: Situasi dan aktivitas pembelajaran seperti apa yang Anda tahu bahwa itu dapat memicu timbulnya *anxiety* pada siswa?

N: Saat siswa diminta untuk berbicara didepan kelas secara individu. Terlihat sekali perbedaan yang mencolok pada penampilan mereka ketika berbicara dalam kelompok kecil, maju bersama, dan saat maju sendirian.

R: Menurut Anda apa penyebab *anxiety* pada siswa ketika berbicara dalam bahasa Inggris?

N: Penyebabnya ada dalam diri mereka sendiri. Dikarenakan stimulus yang ada didalam diri menjadi tekanan saat *perform* terlebih lagi jika dilihat oleh banyak orang.

R: Biasanya tekanan macam apa yang mereka temukan didalam keals?

N: Siswa di sekolah ini sangat antusias dengan perolehan nilai yang tinggi dalam setiap pelajaran termasuk di *English Speaking Club*. Bagi siswa yang kompetensinya kurang dalam *speaking* akan merasa minder ketika melihat temannya mampu berbicara dengan baik.

R: Apakah Anda mengetahui bagaimana persepsi siswa terhadap pembelajaran *speaking*? Apakah hal tersebut juga menyebabkan siswa mengalami *anxiety*?

N: Saya terbiasa menggunakan teknik *PPP (Presentation Practice Production)* saat mengajar *speaking*. Dalam proses pembelajaran ini saya melihat banyak siswa yang tiba-tiba menjadi *nervous* saat *presentation*. Terutama ketika mereka harus tampil sendirian didepan banyak orang.

R: Berapa lama biasanya Anda memberikan waktu pada siswa untuk mempersiapkan presentasi *speaking*.

N: Biasanya saya memberikan waktu satu minggu pada siswa untuk mempersiapkannya. Namun, itu jarak waktu yang terlalu lama karena kebanyakan siswa sudah lupa materinya.

R: Apakah Anda tidak menyarankan mereka untuk belajar?

N: Tentu saya sudah mengingatkan. Tapi tidak semua siswa melakukan dan saya harus tetap meminta mereka untuk presentasi meski siswa mengeluhkannya karena masih banyak materi yang harus diberikan nantinya.

R: Dalam pengalaman Anda mengajar, apa saja tanda-tanda yang Anda ketahui bilamana seorang siswa mengalami *anxiety*?

N: Badan mereka bergetar atau nledag, tidak mengusahakan *eye-contact* dengan siswa lain atau guru, hanya melihat kebawah atau atas saja, mereka hanya melihat pada satu titik.

R: Menurut Anda bagaimana cara yang tepat untuk mengontrol *anxiety* pada siswa?

N: Harusnya siswa membiasakan diri untuk *take a deep breath* sebelum *perform*, mereka juga harus benar-benar memahami dulu materinya secara jelas.

R: Sejauh ini usaha apa yang telah Anda lakukan unruk mengatasi masalah tersebut?

N: Saya terbiasa memberikan contoh terkait materi *speaking* yang biasanya dalam bentuk *video* untuk membangun *background knowledge* mereka, lebih banyak memberikan latihan *speaking* dalam kelompok sehingga mereka lebih percaya diri karena banyak temannya saat berbicara, dengan demikian siswa diharapkan akan tetap merasa percaya diri saat maju sendiri sekalipun.

Appendix D:

Data Categorization

DATA CATEGORIZATION

1. Type of Task

No	Data	Resource
1	<p>R: Menurut kalian kesulitan belajar Bahasa Inggris selama ini tu apa? Alya dulu gimana?</p> <p>A: Waktu perform buat tes speaking. Sering gugup dan lupa kalau didepan yang lain.</p> <p>R: Kalau Nadia?</p> <p>N: iya kalau pas perform speaking takut salah-salah bahasanya. Takut salah spelling nya sama pengucapannya gitu.</p>	Interview 1
2	<p>R: Kalau Nafi gimana? Apa kesulitan saat belajar di kelas speaking?</p> <p>N: Saat maju kedepan. Soalnya nggak PD (percaya diri) kalau harus bicara dan berdiri didepan teman-teman dengan Bahasa Inggris. Lebih nyante kalau cuma praktek dengan teman sebangku di meja masing-masing.</p>	Interview 2
3	<p>R: Kalau di kelas speaking menurut kalian apa kesulitannya?</p> <p>A: Pas diminta buat maju. Takut diketawain temen-temen sebenarnya. Terus takut salah juga.</p>	Interview 3
4	<p>R: Terus kalau di kelas speaking kan biasanya kalian diminta untuk maju. Terkait hal itu kesulitan apa yang dialami Tia?</p> <p>T: Lha ntar kalau misal maju kan kaya waktu itu pas pengenalan diri ntar udah nginget-nginget, kalau pas maju itu kan gurunya beda-beda ya jadi itu bikin grogi karena belum terbiasa.</p>	Interview 4
5	<p>R: Terus pernah nggak sih kejadian dimana kalian merasa takut salah dan itu bener-bener bikin grogi?</p> <p>T: Ya pernah kan kalau dikelas lain nggak sering disuruh maju, ntar kalau tiba-tiba suruh maju, suruh ngomong gitu ntar ya mesti langsung deh-degan terus tangannya langsung dingin semua. Beda kalo cuma praktek ngomong sama temen di meja sendiri lebih nyante dan rasanya lebih bisa.</p>	Interview 4
6	<p>A: Siswa memiliki ketakutan tersendiri saat dituntut maju untuk berbicara. Bagian <i>production</i> dalam proses pembelajaran membuat siswa <i>anxiety</i>. Ini karena siswa harus kreatif memproduksi bahasa berdasar tema atau topik tertentu. Sedangkan dalam prakter mengajar, ada 4 <i>skills</i></p>	Interview 7

	yang harus diajarkan dengan waktu terbatas. Idealnya fase awal pembelajaran harus mempunyai waktu panjang, tidak satu atau dua kali pertemuan siswa sudah dituntut memproduksi bahasa sendiri.	
7	<p>R: Berapa lama biasanya Anda memberikan waktu pada siswa untuk mempersiapkan presentasi speaking?</p> <p>N: Biasanya saya memberikan waktu satu minggu pada siswa untuk mempersiapkannya. Namun, itu jarak waktu yang terlalu lama karena kebanyakan siswa sudah lupa materinya.</p> <p>R: Apakah Anda tidak menyarankan mereka untuk belajar?</p> <p>N: Tentu saya sudah mengingatkan. Tapi tidak semua siswa melakukan dan saya harus tetap meminta mereka untuk presentasi meski siswa mengeluhkannya karena masih banyak materi yang harus diberikan nantinya.</p>	Interview 8
8	<p>R: Situasi dan aktivitas pembelajaran seperti apa yang Anda tahu bahwa itu dapat memicu timbulnya <i>anxiety</i> pada siswa?</p> <p>N: Saat siswa diminta untuk berbicara didepan kelas secara individu. Terlihat sekali perbedaan yang mencolok pada penampilan mereka ketika berbicara dalam kelompok kecil, maju bersama, dan saat maju sendirian.</p>	Interview 8

2. Fear of Making Mistakes

No	Data	Resource
1	<p>R: Apakah kalian merasa khawatir dengan anggapan teman-teman gitu saat maju?</p> <p>A: Iya.. malu.</p> <p>N: Nanti takut kalau diteriak-teriakin gitu malah parah.</p>	Interview 1
2	<p>R: Siapa yang paling berpengaruh terhadap penampilan kalian ketika maju speaking? Teman-teman atau gurunya?</p> <p>D: Dua-duanya. Kalau temen-temen fokus memperhatikan kita, kitanya malah grogi. Terus kalau gurunya juga memperhatikan kita terus gitu jadi tambah lupa sama kalimat yang mau dibilangin.</p>	Interview 2
3	<p>R: Terus apakah kekhawatiran dalam membuat kesalahan juga bikin kalian ngrasa grogi gitu?</p> <p>D: Iya bikin grogi soalnya tambah tekanan di kitanya, jadinya bikin lupa juga.</p>	Interview 2

4	<p>R: Kalau di kelas speaking menurut kalian apa kesulitannya?</p> <p>A: Pas diminta buat maju. Takut diketawain temen-temen sebenarnya. Terus takut salah juga.</p> <p>R: Takut salah di bagian apa?</p> <p>A: Salah ngomongnya, pengucapannya.</p> <p>R: Terus klo Brian sendiri gimana?</p> <p>B: Sama. Ya itu takut diledak teman-teman kalau misal salah ngucapinnya.</p>	Interview 3
5	<p>R: Emang apa sih yang paling dikawatirkan dari temen-temen?</p> <p>A: Apa ya? Nanti kalau misale diketawa-ketawain, ah kamu itu gini gini gini kamu itu nggak pinter gitu. Takutnya nanti malah diledakin terus.</p>	Interview 3
6	<p>R: Berdasarkan lembar pertanyaan yang saya berikan dulu itu kan Tia dan Putri mengaku merasa nervous ketika maju speaking. Nah, yang paling berpengaruh bikin kalian nervous itu apa sih?</p> <p>T: Kalau aku tuh, kalau misalnya diliatin temen-temen gitu ntar kalau kita udah ngomong terus temen-temennya bilang ihhh salah.. salah.. gitu nah tambah nervous kan jadinya.</p> <p>R: Terus kalau Putri gimana?</p> <p>P: Takut salah terus kalau diliatin temen-temen nanti diketawain terus pada rame sendiri gitu-gitu.</p>	Interview 4
7	<p>R: Terus kalau khusus di kelas speaking nih. Kesulitan yang paling dirasakan apa?</p> <p>Ra: Cara bicaranya. Takut salah bicaranya.</p> <p>D: Juga takut salah jadi biasanya suaranya kecil biar nggak keliatan salah.</p>	Interview 5
8	<p>R: Kalau Dinda gimana? Hal apa yang paling sulit untuk perform speaking?</p> <p>D: Biasanya malu atau takut salah gitu.</p> <p>R: Apa yang bikin Dinda malu?</p> <p>D: Ya karena takut salah itu.</p> <p>R: Emang apa yang Dinda khawatirkan kalau salah gitu?</p> <p>D: Kalau salah takutnya nilainya jelek, takut diketawain juga kalau salah.</p>	Interview 5
9	<p>R: Menurut lembar pertanyaan yang pernah saya berikan, Rama dan Dion mengaku merasa grogi saat maju speaking nih. Itu apa yang bikin ngrasa gitu?</p> <p>Rm: Temen-temen.</p>	Interview 6

	<p>R: Kenapa emang temennya?</p> <p>Rm: Pada rame sendiri terus habis itu yaa apa yaa.. ya suasana kelasnya aja.</p> <p>R: Terus kalau Dion gimana?</p> <p>D: Temen-temen kadang suka gangguin dari kursi itu lho. Nanti masang muka-muka gimana gitu yang mengganggu.</p>	
10	Ketika siswa mulai mentertawakan teman yang sedang berbicara didepan kelas, guru hanya menegur dengan berkata, "Hello, class. Silent, please. Pay attention to your friends." Kemudian siswa diam sejenak dan kembali membuat kebisingan.	Field note 1

a. Pronunciation

No	Data	Resource
1	<p>R: Kalau Nadia kesulitan di kelas speaking apa?</p> <p>N: Iya kalau pas perform speaking takut salah-salah bahasanya. Takut salah spelling nya sama pengucapannya gitu.</p>	Interview 1
2	<p>R: Kesalahan bagian mana yang paling mengganggu?</p> <p>D: Kesalahan pengucapannya kan kadang pronunciation nya masih salah-salah juga.</p> <p>R: Kalau dari Nafi apa yang paling mengganggu?</p> <p>N: Pengucapan sama pemilihan kata.</p>	Interview 2
3	<p>R: Kalau di kelas speaking menurut kalian apa kesulitannya?</p> <p>A: Pas diminta buat maju. Takut diketawain temen-temen sebenarnya. Terus takut salah juga.</p> <p>R: Takut salah di bagian apa?</p> <p>A: Salah ngomongnya, cara pengucapannya.</p> <p>R: Terus klo Brian sendiri gimana?</p> <p>B: Sama. Ya itu malu diledek teman-teman kalau misal salah ngucapinnya.</p>	Interview 3
4	<p>R: Terus dari kelas speaking, kesulitan apa yang paling dirasakan dalam belajar Bahasa Inggris?</p> <p>T: Kalau aku itu pas pengucapannya. Kan kalau Bahasa Inggris kadang pengucapan sama tulisannya beda terus kalau aku ngucapinnya salah kan ntar jadi malu.</p>	Interview 4
5	<p>R: Waktu maju speaking gitu ada kekhawatiran buat kesalahan nggak sih?</p> <p>Rm: Ada.</p>	Interview 6

	<p>R: Kesalahan di bagian apa itu?</p> <p>Rm: Cara ngomongnya. Pengucapannya itu kan susah hurufnya kebalik-balik dan cara ngomongnya nggak bisa mirip sama orang Inggris yang asli. Jadi nggak bagus.</p>	
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b. Grammar

No	Data	Resource
1	<p>R: Kalau di kelas speaking, kesulitan yang paling dirasakan dalam belajar Bahasa Inggris?</p> <p>A: Kalau grammar nya kadang-kadang susah.</p> <p>R: Grammar yang gimana maksudnyaa?</p> <p>A: Yo misalnya kata ini harus ditambah s ato nggak gitu sama kata kerjanya juga diganti verb 2 ato nggak. Kalau di Bahasa Indonesia kan sama aja.</p>	Interview 3
2	<p>R: Terus kalau dinda gimana? Kesulitan apa yang paling dirasakan?</p> <p>D: Cara penulisan kata-katanya itu kan kadang beda-beda sama pengucapannya. Terus penggunaan kata kerja yang bener itu gimana.</p>	Interview 5
3	<p>R: Terus selama belajar Bahasa Inggris di kelas speaking, kesulitan apa yang paling dirasakan?</p> <p>Rm: Apa yaa.. Itu.. kaya kata-katanya itu, penggunaan verb. Verb 2, verb 1, kalau verb 1 udah mending, kalau verb 2 masih agak belum dong.</p>	Interview 6

c. Vocabulary

No	Data	Resource
1	<p>R: Kalau keterbatasan pengetahuan kalian tentang vocabulary itu mengganggu juga nggak buat perform speaking nya kalian?</p> <p>N: Agak ngganggu soalnya biasanya kalau pas nggak tau jadi curi-curi waktu dan bikin gerakan-gerakan nggak penting karena takut keliatan nggak bisa.</p>	Interview 1
2	<p>R: Lalu gimana dengan keterbatasan perbendaharaan kata yang kalian miliki? Apa itu juga menghambat saat tampil speaking?</p> <p>D: Iya, menghambat. Kalau pas maju terus lupa arti satu kata</p>	Interview 2

	aja bisa langsung lupa semua yang mau diomongin.	
3	<p>R: Kalau di kelas speaking itu kesulitan apa yang paling dirasakan?</p> <p>Rm: Ya kalau disuruh maju kadang pengen buru-buru cepat selesai tapi malah jadi lupa Bahasa Inggrisnya kata-kata yang mau diomongin. Pas berusaha nginget malah jadi grogi sendiri jadi makin susah.</p>	Interview 6

3. Role of Language Teachers

No	Data	Resource
1	<p>R: Terus gurunya mesti gimana biar kalian nggak grogi gitu?</p> <p>A: Jangan galak-galak.</p> <p>R: Kalau menurut Nadia gimana?</p> <p>N: Ngasih dorongan gitu biar nggak grogi.</p>	Interview 1
2	<p>R: Kalau menurut Damar untuk kegiatan speaking selama ini susah nggak?</p> <p>D: Iya lumayan susah.</p> <p>R: Dibagian mana susahnya?</p> <p>D: Kalau misalnya gurunya memperhatikan kita terus kitanya itu langsung jadi nggak fokus gitu. Jadi lupa sama kalimat yang mau dibilangin.</p>	Interview 2
3	<p>R: Kalau gurunya sendiri mbantu nggak sih buat mengatasi rasa groginya itu?</p> <p>D: Ya mbantu sih asalkan gurunya nggak ngliatin dan nggak fokus ke kita terus gitu.</p> <p>.....</p> <p>R: Terus gurunya mesti gimana biar kalian bisa tampil speaking dengan nyaman?</p> <p>D: Ya membuat suasana kelas hangat misalnya dengan bercanda.</p>	Interview 2
4	<p>R: Itu kan kalau sama temen. Kalau gurunya gimana? Ada masalah nggak?</p> <p>B: Gurunya sih mungkin biasa ya. Tapi kalo gurunya medeni, kalo nakutin ya kadang-kadang mbuat hah.. harus bener ini.. harus bener ini.. kaya gitu. Tapi kalau gurunya santai ya kita juga santai gitu.</p>	Interview 3
5	<p>R: Terus kalau pengaruh gurunya gimana?</p> <p>T: Ya tergantung gurunya juga ya. Ada yang kalau maju</p>	Interview 4

	<p>gurunya itu cuma diem aja terus ada juga yang gurunya sambil ngliatin gitu.</p> <p>R: Terus kalau buat perform speaking nyamanannya gurunya mesti gimana?</p> <p>T: Kalau kaya gitu tu ntar kan sambil dinilai jadi ndengerinnya jangan sambil diliatin. Kalau diliatin terus kan jadi tambah grogi. Jadi ngliatinnya sesekali aja.</p>	
6	<p>R: Kalau buat Dinda guru yang gimana yang bikin ngrasa nggak nyaman gitu?</p> <p>D: Kadang-kadang kalo gurunya galak gitu ya aku jadi udah ngrasa takut duluan.</p> <p>Ra: Ohh, sama itu kalau misal maju kalau salah itu kan dibenerin, tapi nggak suka kalau dibenerinnya keras-keras gitu. Kalau keras gitu kan bikin males.</p>	Interview 5
7	<p>R: Terus guru yang gimana yang bikin grogi dan gimana yang nggak?</p> <p>Rm: Yang nggak bikin grogi ya yang cukup nyuruh maju terus dinilai aja gitu. Yang bikin grogi ya yang nyuruh cepet-cepet gitu.</p> <p>R: Kalau menurut Dion gimana?</p> <p>D: Yang bikin grogi itu kalau gurunya tu ngasih pertanyaan yang susah dan waktunya harus cepet.</p>	Interview 6
8	<p>A: Bagian production dalam teknik PPP membuat siswa anxiety. Ini karena siswa harus kreatif memproduksi bahasa berdasar tema atau topik tertentu. Sedangkan dalam proses mengajar ada banyak skill yang harus diajarkan dengan waktu terbatas. Idealnya fase awal proses belajar mengajar harus mempunyai waktu yang panjang. Tidak satu atau dua kali pertemuan siswa sudah dituntut memproduksi bahasa sendiri.</p>	Interview 7

4. Self Perception

No	Data	Resource
1	<p>R: Berdasar lembar pertanyaan yang saya berikan sebelumnya kan kalian mengakui merasa nervous gitu pas perform speaking. Apa sih yang bikin kalian merasa seperti itu?</p> <p>Ra: Ya takut aja, Bahasa Inggrisnya kan juga agak lemah jadi agak takut salah gitu loh, soalnya kan Bahasa</p>	Interview 5

	<p>Inggrisnya juga agak lemah.</p> <p>R: Lemah gimana maksudnya?</p> <p>Ra: Ya jadi agak nggak bisa gitu.</p> <p>R: Di bagian apa yang merasa lemah?</p> <p>Ra: Ya semuanya.</p>	
2	<p>A: Dia memang siswa yang kepercayaan dirinya sangat rendah. Dia sering menolak ketika diminta untuk berbicara. Menurut saya hal itu sangat menghambat proses belajar dia untuk dapat berbicara dengan baik.</p>	Interview 7

5. Gap of Competence

No	Data	Resource
1	<p>R: Adakah hal lain yang membuat kamu ngrasa nggak nyaman pas bicara di depan teman-teman?</p> <p>N: Aku ngrasa nggak nyaman kalau diliatin temen-temen yang lebih pintar. Rasanya jadi kaya saingan siapa yang lebih pintar soalnya mereka ikut menilai kemampuanku. Jadinya ya mau nggak mau aku ikut berkompetisi dengan mereka. Meski jadinya aku ngrasa tertekan dan bikin grogi.</p>	Interview 1
2	<p>R: Biasanya tekanan macam apa yang mereka temukan didalam kelas?</p> <p>N: Siswa di sekolah ini sangat antusias dengan perolehan nilai yang tinggi dalam setiap pelajaran termasuk di <i>English Speaking Club</i>. Bagi siswa yang kompetensinya kurang dalam speaking akan merasa minder ketika melihat temannya mampu berbicara dengan baik.</p>	Interview 8

6. Limited Exposure to English

No	Data	Resource
1	<p>R: Selain alasan yang kamu sebutkan tadi, ada lagi nggak hal lain yang jadi masalah buat kamu?</p> <p>A: Sebenarnya hal yang bikin sulit itu karena saya nggak terbiasa ngomong pake Bahasa Inggris. Kita praktek ngomong pake Bahasa Inggris ya cuma kalau di kelas speaking. Kadang pengen aktif ngomong tapi bingung sendiri nggak tau apa harus diomongin.</p>	Interview 1
2	<p>R: Adakah cara lainnya untuk mengatasi <i>anxiety</i>?</p> <p>A: Sebenarnya siswa perlu lebih sering berbicara</p>	Interview 7

	menggunakan bahasa Inggris, sayangnya sebagian besar dari mereka hanya melakukannya di kelas <i>speaking</i> . Di kelas regular bahasa Inggris, mereka hanya menggunakan bahasa Indonesia.	
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Appendix E:

Permit Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 1509/UN.34.12/PP/XII/2012
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

20 Desember 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Factor that Cause Language Anxiety in the English Classroom Speaking Performance in SMP Negeri 4 Pakem Yogyakarta

Mahasiswa dimaksud adalah :

Nama : RIO HERWANTO
NIM : 07202244125
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Desember 2012 – Februari 2013
Lokasi Penelitian : SMP Negeri 4 Pakem

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Dr. Widyastuti Purbani, M.A.
NIP.19610524 199001 2 001

Tembusan:
Kepala SMP Negeri 4 Pakem



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/7/VI/1/2013

Membaca Surat : Dekan Fak. Bahasa & Seni UNY Nomor : 1509/UN34.12/PP/XII/2012
Tanggal : 02 Januari 2013 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : RIO HERWANTO NIP/NIM : 07202244125
Alamat : KARANGMALANG YK
Judul : THE FACTOR THAT CAUSE LANGUAGE ANXIETY IN THE CLASSROOM SPEAKING PERFORMANCE IN SMP NEGERI 4 PAKEM YOGYAKARTA
Lokasi : KAB SLEMAN Kota/Kab. SLEMAN
Waktu : 02 Januari 2013 s/d 02 April 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 02 Januari 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman, cq Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN
SEKOLAH BERTARAF INTERNASIONAL
SMP NEGERI 4 PAKEM

Alamat : Jl. Kaliurang Km. 17 Sukunan, Pakembinangun, Pakem, Sleman, Yogyakarta Telp./Fax (0274) 895487

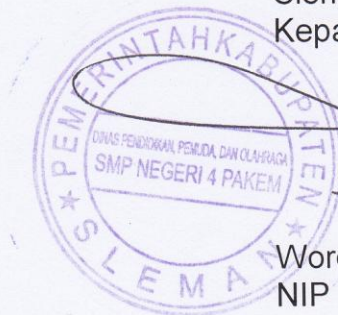
SURAT KETERANGAN
NO : 800 / 080

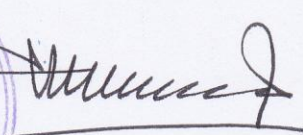
Yang bertanda tangan di bawah ini Kepala Sekolah SMPN 4 Pakem, Kecamatan Pakem, Kabupaten Sleman, Propinsi Daerah Istimewa Yogyakarta menerangkan bahwa :

Nama : RIO HERWANTO
NIM : 07202244125
Fakultas / Jurusan : Fakultas Bahasa dan Seni UNY / Pendidikan Bahasa Inggris
Tempat, tanggal lahir : Kebumen, 9 Maret 1989
Alamat : Jalan Garuda 41 B Kebumen
Keterangan : Telah melaksanakan penelitian dengan judul "*The Factors that Cause Language Anxiety in the English Classroom Speaking Performance in SMP Negeri 4 Pakem Yogyakarta*" terhitung mulai tanggal 1 – 22 Desember 2012.

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Sleman, 10 Januari 2013
Kepala Sekolah




Woro Triwulan Ambarwati, B.A
NIP 19531219 197903 2 002